DOCUMENT RESUME

ED 316 543 SP 032 181

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TITLE	Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
INSTITUTION	Ohio State Univ., Columbus. Research Foundation.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	30 Sep 88
CONTRACT	400-85-1043
NOTE	614p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF03/PC25 Plus Postage.
DESCRIPTORS	*Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Program Development; *Program Implementation; Research Utilization; *Teacher Orientation
IDENTIFIERS	*Beginning Teacher Induction; Ohio (Franklin County)

ABSTRACT

This 3-year project, part of an ongoing collaborative program development effort, is aimed at improvement of teacher education between Ohio State University and five Franklin County (Ohio) school districts. The project established a pilot program to help beginning teachers explore their own needs and classroom processes with the assistance of mentor teachers. Data was also collected about induction through involvement with teacher participants and through evaluation of the pilot effort toward the creation of a demonstration induction year project. The first section presents an overview of the project. Section 2 explains in detail and analyzes the findings from 10 project outcome questions and 11 project implementation questions which guided the study. The project implementation questions document specific aspects of the project and describe what actually occurred during the development and implementation years. Section 3 is a practice profile which provides an outline for developing and implementing an induction program for inquiring professionals. The first part of this section describes the project demographics and the second part describes the implementation requirements. The final section consists of 24 appendices which elucidate critical features described in the report and present clarifying details on the key features of the project. (JD)

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ED316543

RF Project 717728/765034
Final Report

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

Part A: The Project Portrayal

Nancy L. Zimpher and Susan R. Rieger
College of Education

For the Period
September 30, 1985 - September 30, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, D.C. 20202

Contract No. 400-85-1043

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September 1988

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USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

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FINAL REPORT
Part A: The Project Portrayal

U.S. DEPARTMENT OF EDUCATION
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Contract No. 400-85-1043

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ABSTRACT

THE FRANKLIN COUNTY/OSU INDUCTION PROJECT

This project is part of an ongoing collaborative program development effort aimed at improvement of teacher education between The Ohio State University and five Franklin County (Ohio) local school districts. Through this collaborative arrangement, we have jointly planned and coordinated the design and implementation of an induction-year program for over 300 beginning teachers, mentor teachers, and teacher leaders in five local districts over a three year period. In addition, we designed a research agenda for studing of teacher induction and the process of the professionalization of teachers. The program is supported by a federal grant from the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and also by the participating districts and The Ohio State University.

This project has been conducted in a two-phase structure. Phase I, the development year, occurred in 1985-86. Phase II, the demonstration phase, occurred in Years 2 and 3. The development phase of this project had two purposes: first, to establish a pilot induction program that would help beginning teachers explore their own needs and classroom processes with the assistance of mentor teachers; and second, to collect data about induction through involvement with teacher participants and through evaluation of the pilot effort toward the creation of a demonstration induction-year project.

Year 2 of the project (1986-87) was the first of the implementation years and had as its main focus the development of beginning and mentor teachers as inquiring professionals. This vision of the teacher and teaching is related to the notion of reflectivity and practice-centered

inquiry. Mentors and inductees were involved in reflective practices and collaborative action research to collect information about their classrooms in order to use this information as the basis for discussion and improvement of educational practices in their educational settings.

During Year 3 of the project (1987-88), we facilitated the institutionalization of the induction program by preparing a group of teachers from the five local districts for leadership responsibilities in their districts. This group, called the Teacher Leader Cadre, was responsible for developing programs for mentors and inductees within their local districts based upon five areas of knowledge: 1) local district needs; 2) psychological support; 3) instructional observation and conferencing; 4) assistance in classroom processes/classroom management; and 5) a disposition toward inquiry.

Data collected from this project will serve two purposes: first, research collected will add to the knowledge base for the curriculum of teacher preparation programs; second, the data will inform the entry-year process of teaching, such that it could serve as the design for school districts and universities interested in or charged by state mandate to develop entry-year programs.

PART A: PROJECT PORTRAYAL

I. Project Description and Evolution

The evolution of the OERI-supported project described herein is one well documented in three federal proposals (Zimpher, 1985, 1986, and 1987) and in the myriad reports, summaries and papers prepared to document the progress of the project. However, the documentation of a program development effort is not easily disseminated among colleagues. The intent here is to give a somewhat abbreviated description of the evolution of this project in an effort to inform other program development efforts either in the induction arena or in the general improvement of teacher education programs, whether focused on initial, induction or inservice activities.

A Literature-Based Initiative. One way to understand this project is to first understand the needs of beginning teachers as identified through the kinds of follow-up studies conducted about graduates from teacher education programs in the past decade at Ohio State and at other teacher preparation institutions nationally. From these local follow-up studies, certain issues have surfaced repeatedly (Loadman, 1983). As expected, discipline has been the most frequently identified area of need for the sample of teacher graduates used in the Loadman studies. Other needs identified by beginning teachers in these studies have included concern about communication skills in dealing with parents, administrators and the community, last-minute curriculum planning, and student evaluation.

National follow-up studies support the identification of these needs and provide an additional itemized list of skills beginning teachers say they never acquired or that were inadequately treated in their programs

(Drummond, 1978; deVoss, 1978, 1979 and 1980). From these studies we can conclude that teacher candidates continue to arrive at the culminating experience -- student teaching -- with undiagnosed and unremedied problems. Ethnographic studies conducted at Ohio State during student teaching (Zimpher, deVoss, and Nott, 1980) reveal that students have strengths and weaknesses that appear unrelated to their preceding course experiences. Paradoxically, these skills are documented components of existing course requirements (Koehler, 1984).

Other research on the beginning years of teaching describes the transition from preservice teacher training to becoming an experienced teacher as a period of chaos and lack of support, wherein beginning teachers struggle to master effective classroom control strategies which overshadow more important concerns for learner growth and development. In short, these studies suggest that teachers move into classrooms ill-equipped to handle the regular duties of teaching and the concomitant "reality-shock" of the first years of teaching.

Reviews by both Veenman (1984) and Evertson et al. (1984) describe multiple frameworks which can serve as a basis for the design of teacher induction programs to overcome the trauma of beginning teaching reflected above. These frameworks include developmental stages of concern (Fuller, 1969; Fuller and Bown, 1975), the cognitive development framework (Sprinthall and Theis-Sprinthall, 1983), and the teacher socialization framework (Gehrke, 1976, and 1981; Zeichner and Tabachnick, 1982). These approaches constitute vital references for the thought patterns and belief systems of beginning teachers and the impact of school context on these characteristics. They also pose frameworks for the actual development of inservice programs to meet the needs of newly-inducted teachers.

To summarize, the extant literature documents the beginning years of teaching with the following characterizations:

1. Often, it is new teachers who are placed in "hazardous duty sites" (urban placements with numerous management problems). Consequently, 50% of teachers now in the first year of service will not be there in seven years (Morris, 1982).
2. There is a lack of collaboration generally among teachers, and limited support is provided to beginning teachers (Adams, 1982).
3. Teachers fight chaos and stress during the first years by using the "practicality ethic" (Joyce and Clift, 1984).
4. New teachers are held to the same expectations as veteran teachers (Joyce et al., 1981).
5. Higher education assumes little responsibility for the induction phase (Yarger, 1982).
6. Teacher education programs adhere to fundamental dogma not adaptive or flexible in real school settings (Evertson, et al., 1984).
7. Beginning teachers, as with most teachers, have inadequate time for planning, reflection, and further growth (Howey, Matthes, and Zimpher, 1987).
8. Beginning teachers lack sustained contact with powerful and diverse teacher models, let alone someone in a formal mentoring role (Howey, Matthes, and Zimpher, 1987).
9. There is generally both a suspicion of preservice teacher education on the one hand and unrealistic expectations held up for it on the other. This is confounded by the unfounded faith in the ability of standardized tests to predict effective teaching by beginners (Yarger, 1982).

These concerns point to the need for reconceptualizing the nature of the professional development of teachers. The dominant conceptualization which has informed the induction program described herein includes a broad four-phase process of teacher education (Howey, Matthes and Zimpher, 1987). Specifically, these phases include the process of teacher candidate recruitment and selection, preservice preparation, induction or entry-year programs, and inservice education. While much has been written about selection and recruitment, preservice and inservice, this project addresses two aspects related to induction year programs: 1) the need to provide support for professional development in the transition from preservice to inservice, now identified by the profession as the induction phase, the entry-year, or the beginning years of teaching, and 2) the need to study this process.

A Conceptual Design for Entry Year Programs. The explication of a literature base that documents explicitly the problems of beginning teachers should in some ways be adequate to justify the need for programs to ease the entry of beginning teachers into the classroom. It does not, however, stand for the assessment of local needs. As a consequence, we were interested in the needs of both teacher mentors and inductees in order to establish the kinds of service we needed to deliver to both populations. We wanted to define the activities of our project and add local credibility in the evolution of our program agenda, which we thought could be accomplished through the administration of local needs assessments. As a consequence, we developed both pre- and post-needs assessments, drawing from the Veenman (1984) framework, to administer a behaviorally-anchored rating scale (Appendix A-1) of the needs of teacher mentors and inductees. This kind of behavioral scale asks teachers to identify both their level of proficiency in a particular substantive area and the priority they place on improving their expertise in this area as opposed to other priorities. The gap between these two measures allowed us to prioritize the needs of both beginning teachers and mentor teachers. As a consequence, inductees focused their interests on knowing more about instructional resources and materials, classroom discipline strategies, classroom management and organization, and the need for better guidance and support from teachers, principals and administrators. Mentor teachers, on the other hand, felt that their skills needed to be developed in the areas of teaching strategies, conducting dialogues with inductees, sharing motivational techniques, and then sharing discipline techniques and guidance and support for lesson planning, time management and awareness of local school policies and procedures.

Other sources for needs assessment included the completion by mentors and inductees during the first year of the project of what were referred to as Critical Event Forms and Conference Report Forms (Appendix A-3). Generally these instruments were completed at the rate of 10 to 20 per year per participant. The Critical Event Form asked teachers (inductees and mentors) to record critical events in their lives as beginning or mentor teachers and to describe the nature of the judgments gleaned from the incident or event, and promising next steps in problem resolution. The Conference Report Forms were completed by both mentors and inductees in order to document the discussion of problems or concerns of beginning teachers and the proposed resolution of these problems brought about by feedback sessions between mentors and inductees. An analysis of over 300 of these instruments resulted in a series of concerns which the program then focused on, including student evaluation, discipline and management of students, student motivation, staff communication, time management, individualizing instruction and enhancing self-esteem and student-peer relationships. These items are documented more fully in the OERI Project Report (1986). Additionally, at the end of the pilot year we conducted a series of 45-minute taped interviews with 50 teacher mentors and inductees and approximately 15 building administrators on the nature of the project generally. As a result, we received comments regarding the nature of the planning process for the project, organizational concerns about the project's instructional sessions, and the delivery of instructional support necessary at the local district level, all of which allowed us to reorganize strategies for the delivery of our program during Years 2 and 3.

As a consequence of the analysis of the literature on follow-up studies and problems of beginning teachers, the evolution of data from initial needs assessments and continuing needs assessments throughout the early years of the project and, finally, the review of the literature on the professionalization of teachers (since our primary goal was to focus on the professional development of beginning teachers), we were able to evolve a central conceptualization for our program. Thus, the guiding image of our induction year project focuses on the role of inquiry in the professionalization of teachers. This vision of teaching assumes that teachers develop over time cognitively, technically and socially. It also assumes that teachers can and should be reflective about their practice and can use that reflection to engage in classroom inquiry to improve practice. These activities have included efforts to personalize the professionalization of the beginning teacher. This vision also fosters the notion of practice-centered inquiry (Sanders, 1985; Kemmis and McTaggart, 1982) wherein inquiring professionals use inquiry to learn about their own teaching. As a consequence, much of what we have based our program on, though described in more depth in a number of other publications (Howey, 1988; Howey and Zimpher, 1987), focuses on the notion of fostering inquiry and reflection among inductees and mentor teachers.

Governance and Participation. The organizational structures through which the Ohio State faculty members and participants from the five local districts are convened in this project can be configured in several different ways. Generally these are patterns of communication that have become well established over the years. As such, superintendents from each of the 19 districts in the county meet regularly, on a monthly basis, to discuss issues of general interest to the districts in the county area. In addition, the five local superintendents of the aforementioned and participating districts convene on a bi-monthly basis, which provides an opportunity for them to discuss areas of common concern, and, in this case, the collaborative induction process. In the same fashion, the presidents of the local education agencies meet regularly across the county, and this structure provides yet another way for participants in our project to discuss aspects of the induction effort.

In addition to these existing structures, new structures were created to support our project. These structures were guided by the notion of parity; that is, our mutual interests were always supported by equal representation from school district administrators, teacher leaders and university representatives. In the initial two years of this project, our effort was governed by a program planning group. This was a subsidiary of the larger membership in the induction project and included an administrative and teacher association representative from each of the five local districts, as well as a university representative and staff assistants from Ohio State. Although this committee was not driven necessarily by the regulations of the OERI grant, called "Using Research to Improve Teacher Education," the group decided that the principal investigator for that grant could as well be the chair of this program planning group. Over three years, and in an effort to institutionalize the program, this group has evolved into a coordinating council to manage the project, allowing for technical support by a Teacher Leader Cadre, which will be described later, and the establishment of a separate steering committee in each of the five local districts. As such, management has shifted over the three years from the program planning group, to the local steering committees, which are coordinated by the designated body called the Coordinating Council. Faculty members at Ohio State, in turn, have contributed time to the project in various ways, some by instruction and direct delivery of courses and others by more abbreviated presentations to groups of mentors and/or inductees or by offering advice on the research and conceptualization of various aspects of the project.

Perhaps the most intriguing approximation of governance and participation in this project is the designation of various roles within the induction project. First, the notion of the inductee or the term "new teacher" has been broadly applied in this project to indicate three classifications of teacher: a) those assuming a first-year teaching assignment, typically immediately following graduation and serving under the provisional teaching certificate; b) teachers who have had some teaching experience but who have been on leave from teaching for a number of years and who, upon returning to the classroom, may experience some re-entry problems; and c) teachers who are assuming major new substantive assignments as a result of recertification and significantly new teaching assignments, such as teachers new to a district, new to a building, or new to a grade level or subject area.

This project has described a mentor teacher as an experienced teacher who is a master of the craft of teaching and personable in dealing with other teachers. We have viewed the mentor as an empathetic individual who understands the needs of the mentorship role. We have taken care to ensure that the mentor role is not seen as that of an evaluator and that the mentor has no part in hiring or firing decisions. Truly, the teacher mentor is a supportive advocate for the beginning teacher. Mentor teachers have been chosen in one of three ways: 1) by administrators who called upon teachers to serve; 2) by administrators and teacher representatives who have selected teachers collaboratively; or 3) by direct volunteering of teachers who wished to participate in the program. Care has been taken to match mentors and inductees with regard to subject and grade level taught, building assignment, and other common grounds for affiliation. As well, guidelines for mentor service have been developed including specification of the nature of support and facilitation, interpersonal support, assistance with classroom management, planning and teaching concerns, guidelines for time management, community orientations, materials development, and weekly sharing and feedback sessions.

A third designation has evolved during the course of this project, as well. This group of personnel is now referred to as the Teacher Leader Cadre. The Cadre is composed of a number of teachers who served in mentoring roles in the first year of the project. At the close of the first year and early into the second year, representatives from the approximately sixty-five teacher mentors began to discuss the possibility of continuing professional development and service to the induction project, particularly in some fashion above and beyond the mentoring role. As a consequence, over a third of the initial mentors reconstituted themselves into a group of teachers who would assume leadership roles not only for serving as mentors, as in some instances they would continue to do, but particularly for thinking collectively about the needs of mentor teachers and, ultimately, the delivery of instruction to mentor teachers. As a consequence, members of the Teacher Leader Cadre have engaged in year-long training for their own professional development and now guide much of the activities of local district initiatives and mentor/inductee relationships, preparation and instructional development. This evolution of the teacher leader, more than any other activity, has led to a more solid institutionalization of the induction program in the individual districts. Although county-wide cooperation among the five local districts is certainly desirable and coordinated efforts are necessary to support the efforts of small districts who could not operate an induction program in isolation, the commitment of these teacher leaders at the local level to work with area administrators and other teachers in leadership capacities has been the singular impetus for forming local steering committees for district-wide activity.

A Design for Preparing Teacher Leaders. Because the role of the Teacher Leader Cadre has been so critical to the continuing development of mentor and inductee relationships, and to the long-term establishment of individual district induction programs, we needed to develop a clear and effective program design for the preparation of these teacher leaders (Zimpher, 1988). The purpose of this section is to present a framework for thinking about a program of professional development for teacher leaders which has informed our efforts. It draws on certain knowledge domains and from empirical and expository literature bases which we believe inform the types of leadership roles for teachers described above. Accordingly, we argue that the totality of teacher development is influenced by and influences the professional development program for teacher leaders. Teachers preparing for leadership roles should be knowledgeable about issues with regard to recruitment and selection of entry year teachers, particularly the demographic profile of beginning teachers and the incentives or disincentives which impact on a person's decision to become a teacher. Furthermore, teacher leaders should understand and be engaged in the design and development of initial certification programs so that they have a better understanding of the backgrounds entry year teachers bring to their initial years of teaching. Certainly teacher leaders are intimately involved in the induction or initial years of teaching through their roles as teacher mentors, but finally it is important for teacher leaders to be involved as well in the continuing development of teachers as professionals, particularly with regard to organized inservice and staff development programs at the school level. This makes the case, on the one hand, for teacher leaders to be knowledgeable and involved in all phases of professional development.

On the other hand, using this continuum helps make the case that professional development is an ongoing activity for which teacher leadership is only one of the multiple phases of teacher development. The professional development of teachers should not be fragmented or divided. Certain aspects of the professional development of teachers, such as preservice education, should not be the exclusive purview of universities, with subsequent responsibility for induction and inservice resting with school districts. Instead, a more integrated and collaborative view of professional development needs to be fostered in the minds of teachers preparing for leadership roles.

The five domains of knowledge which we believe are critical flow from our view of what teachers need to know in order to be effective teacher leaders. Although these knowledge domains will be presented categorically, they are not intended to be mutually exclusive nor hierarchical in levels of importance. Rather they operate concurrently to inform the totality of a professional development program for teacher leaders.

Local District Needs

The determination of local needs to be served by teachers in leadership roles is both an individualized and a generalizable endeavor. The necessity for identifying particular needs, issues, and concerns of teachers at a local site is important, particularly for ownership and spontaniety with regard to program design. As well, indices of local needs reflected in research findings have suggested that there are commonalities in the kinds of needs to be served by leadership programs.

Interpersonal and Adult Development

This domain assumes that critical to the development of teacher leaders is an understanding of their own interpersonal relationships with others, particularly their colleagues, and includes (a) the degree of psychological and emotional support necessary to sustain leadership roles, (b) the relationship of their own influence and power to that of teacher interns and colleagues whom they may advise, and (c) their knowledge of stages of adult development because working with peers is essentially an adult phenomenon.

Classroom Processes and School Effectiveness

The bulk of research on teaching reflects the process/product paradigm and focuses on academic learning time, student and teacher mediation of instruction, and studies of classroom processes from ecological systems and language communities. There are, as well, a host of disciplines related to these research agendas which could be informative to teacher leaders, including the discipline studies of early childhood and elementary school teaching, writing, composition, reading, mathematics, natural sciences, the teaching of arts and aesthetics, moral education and values education, and research on the teaching of social studies. These knowledge bases constitute domains usefully drawn upon as content foci for teacher leadership programs.

Instructional Supervision and Observation

A primary goal derived from an interest in classroom observation and supervision is to allow teacher leaders to become acquainted with a broad range of classroom observation processes and ways of making meaning out of classroom life and practices. From this analysis teacher leaders should be able to create observation systems and apply these techniques to real classroom situations. Particularly, our intent is to equip teacher leaders with a range of frameworks for making informed decisions about classroom activity and for becoming classroom observers and researchers. We examine various ways of recording and storing observations in an attempt to develop a repertoire of strategies for collecting and analyzing data on aspects of life in classrooms.

A Disposition Toward Inquiry

There are many ways to gather information about one's teaching and multiple sources that might be tapped. When we seek to acquire sound information concerning what is happening, about what others' reactions and ideas are, we foster a view of teachers as inquirers. The activities of teaching, such as planning a lesson, preparing instructional activities, and assessing those activities, all require such inquiry and reflection-in-action. Consequently we have created for the professional development of teacher leaders a reflective process including the documentation of critical teaching and learning events, keeping logs and diaries, engaging in self-interviews, writing one-minute papers and dialoguing with peers. These and other activities of reflection constitute the practice-centered component of professional development.

Our vision of the inquiring professional also includes the provision of opportunities for collaborative action research which presupposes a professional team of investigators, usually composed of teacher researchers, teacher leaders and university researchers who make collaborative decisions regarding questions and data collection and analysis and utilization of study results.

A Year-by-Year Profile. The Franklin County/OSU Induction Project has been an evolutionary effort. We have evolved .rom focusing on inductees, to focusing on mentors, to strong teacher leadership notions wherein mentor graduates have largely been responsible for the development of locally-adopted and institutionalized programs. It is possible to look incrementally at the programmatic dimensions to inform this developmental process. Briefly, then, we will address the evolution of the program on a year-by-year basis.

Year One:

During the course of the first year of this project, it was determined, with the enrollment of 65 inductees and 65 mentor teachers in the program, that we could best deliver instructional and personal support to these dyads through a series of monthly meetings. As a consequence, we conducted a preliminary needs assessment and from such created an agenda of eight district-wide program initiatives on such topics as parent conferencing, classroom discipline, reflection activities, classroom management strategies, organizing classroom environments, and motivation techniques. Throughout this series of monthly meetings, we had the benefit of national experts on these topics and we tried to embed in each of these activities some shared interest in reflectivity and inquiry. Sessions were held for both mentors and inductees together, such that we had sessions for 120 or more teachers at any given monthly meeting. There were opportunities for large- and small-group interaction and opportunities to complete assignments, including the kinds of reflectivity activities described through the Conference Report Forms, Critical Event Forms, logs and diaries, minute papers assessing feedback from pupils in classrooms, and self-taped interviews by inductees and mentors (Appendix A-2). Participation in these sessions and preparation of a notebook including these reflection activities constituted the general nature of the first year of activity. It was at the conclusion of this year that we did an analysis of the Critical Event Forms, Conference Report Forms and the taped interviews to gain feedback about the organization of the second year of the project.

Year Two:

During the second year we were advised from the initial year of operation that the large-group settings were somewhat unmanageable, difficult to personalize, and were more time-consuming and of less potency than the dyadic activities between mentors and inductees. As a consequence, we decided to organize our instructional "intervention" in the early part of the year, from September through December, and then organize individual district activities to accommodate their particular interest areas for the remainder of the year. This began the evolution of the Teacher Leader Cadre since we wanted mentor leaders to assist in local district activities during the winter and spring of the year. Consequently, our design during Year 2 included five sessions during the autumn wherein we advised teacher mentors and inductees about inquiry in the classroom, which culminated in guidelines for action research projects; and then, a six-month period of local district activity and the completion of action research projects. As such, mentor teachers who were beginning to serve as teacher leaders delivered instruction to each of the five local cooperating districts on such topics as Madeline Hunter's Essential Elements of Instruction; the Performance Learning Systems (Project TEACH and Project PRIDE); and extensions of Carolyn Evertson's classroom management model (which we had introduced in the first year of the project) and, as a resource to the Teacher Leader Cadre, we invited David and Roger Johnson (University of Minnesota) to assist local districts in using cooperative learning in the classroom. The year culminated with a national conference on instructional improvement models, where we invited representatives of the aforementioned models, TESA (Teacher Expectations and Student Achievement Model), and the Reading Recovery Project to inform nearly 200 teachers about aspects of these instructional packages so they would be informed consumers of these models in their local districts. Our inquiry activity culminated in the conduct of a number of action research projects (Appendix A-3) either by dyads or by larger groups of teachers in local districts. As a consequence, in May we had our own mini-conference wherein 20 collaborative action research projects were reported in conference fashion to the 150 mentors and teachers involved in the project. One attestation to the impact of our focus on inquiry and action research relates to subsequent funding opportunities. Upon the announcement of $5,000 funding grants for individual teacher research projects in 1987 by OERI, we had two submissions of projects (Appendix A-4), with five teachers each who worked on these research project proposals. Although neither of these projects was accepted in the federal competition one of them has now been funded by the Columbus Foundation for $20,000 (Appendix A-4). This is the epitome of what our intentions were with regard to a focus on inquiry and professional development among teacher inductees and mentors.

Year Three:

The culmination of a highly successful, more individualized and more inquiry-oriented year of activity during Year 2 allowed us to think about the strengths of the individual districts participating in the project and the necessity of institutionalizing such a project. As a consequence, we reorganized the structure of the induction project and shifted the program planning responsibilities to newly developed steering committees at the local district level. Our district-wide and university collaboration occurs now only through a Coordinating Council which is organized to advise the local districts on implementation of their own induction year projects, cognizant that the withdrawal of any kind of external financial support would mean that the individual districts would have to establish their programs independently. Consequently, we held a summer-long intensive workshop in July, 1987, to prepare the Teacher Leader Cadre for the initiation of an induction design at each local district level. Members of the Teacher Leader Cadre also attended Ohio State Department of Education workshops on entry-year program design and mentor training. As a result, by September these teacher leaders and their individual districts began to assist teacher association leaders and administrators in the organization and establishment of five steering committees to plan local district induction programs. Teacher Leader Cadre members also continued to provide services to local district dyads of mentors and inductees. As a consequence of these responsibilities our intervention has primarily been focused on the development of instructional leadership capacities for the Teacher Leader Cadre. It is at the local level now that the program design is delivered, and our program efforts at the county-wide and university level are focused primarily on the continuing professional development of the Teacher Leader Cadre. We will close the third and final year of the implementation project knowing that the districts have now established individual steering committees which can deliver their own activities to support the design, implementation and study of entry-year programs, the selection and preparation of mentors, and the continued fostering of an inquiry perspective among professionals in the local districts, and the development of teacher leadership roles.

It is unlikely that any three-year program development initiative could be well-documented in the space of time allowed for this description. Nonetheless, it has been our intention to describe the incremental and evolutionary nature of this project, the integration of what we know about the problems of beginning teachers and the professional development of teachers in a cohesive conceptual design, and to document briefly the nature of activity which helped make this conceptualization a reality. At the close of this third year, we find that we know a considerable amount about socializing beginning teachers into the role of classroom teacher. We know even more about the evolutionary nature of teacher leadership. Teachers once tapped for service are eager to extend themselves into additional leadership roles. And we have learned a considerable amount about the domains of knowledge that inform the nature of teacher leadership in collegial arrangements. We are on the verge at Ohio State of the evolution of post-baccalaureate programs, the integration of those post-baccalaureate efforts with local school district initiatives, the emergence of more robust peer assistance and review programs which will temper our own perspective on instructional support and evaluation, and the implications of state mandates for the creation of entry-year programs. All of these initiatives come together at an important time in the history of this university-school collaborative context.

II. Major Issues, Strategies, and Collaborative Approaches

During Years 1 and 2 of our project, we focused our attention on meeting the following set of goals:

1. to analyze existing research on beginning teachers and induction programs;
2. to synthesize existing analyses of follow-up studies which have been conducted in schools, colleges, and departments of education over the last ten years;
3. to synthesize the syntheses of the research on teacher effectiveness and classroom processes;
4. to develop ethnographic or action research data collection systems whereby beginning teachers, active in our project, can systematically report on the nature of their first year of teaching;
5. to construct classroom observation support systems whereby beginning teachers can set problems and then engage in data collection and analysis through a collaborative arrangement with mentor teachers in their building;
6. to pilot classroom observations and action research procedures; and
7. to develop a viable entry year program to be implemented during years tow and three of this project.

These goals evolved in our collaborative context as described in the previous section, and became the major issues dealt with in our action strategies. Ultimately, for purposes of studying both formatively and summatively the nature of our effort, these goals evolved into a set of "questions" we sought to answer, through data collection and project implementation.

As such, we first state a series of questions and the data and/or action strategies whichhelped answer these questions. Next we outline briefly areas of concern around which we developed a set of specific goal statements undergirding our project. Here we pose these questions as they emerged in the planning of Year 3 of the project. Once answered, they reflect the major issues, strategies and collaborative approaches used in the project. Obviously, not all of the goals (or terrific ideas) we initially generated for the project were realized. To the extent space allows, we have included a reality view of what we believe was possible to accomplish during the course of this three-year project.

Questions Which Guided the Implementation and Study of Our Induction Program

1. What is the necessary knowledge base for mentor and teacher leaders to assist beginning teachers? The five domains previously identified have provided the grist for our project. Information has been disseminated through them and data have been gathered from each activity throughout the school year as reflected in course syllabi and the products of our workshops reflect these domains. Teacher Leader Cadre presentations to mentors have been assessed with a semi-structured instrument to determine the nature of information delivered about the domains and an informal inventory using interviews and questionnaires was utilized for participants to provide feedback on these domains.
2. How is "formal" knowledge transmitted for incorporation by entry-year teachers? Workshops, courses, required readings, action research projects, and reflectivity instruments have been used in the various instructional settings to transmit information. Teacher Leader Cadre members and mentors delivered the content to the beginning teachers. Data have been collected in the form of research projects, Critical Event and Conference Report Forms, and

shared through a listing of workshops, courses and texts including their intent and purposes. Inductees have used the learnings to increase their abilities in becoming inquiring professionals concerned about classroom practice.

3. What have participants learned from their professional preparation? Data have been gathered through semi-structured mentor and inductee interviews and feedback forms throughout the year. Respondents were asked to identify what knowledge was remembered from their preservice training and how that information has applied to their classrooms.

4. How do entry-year teachers experience the process of learning to teach? Data to answer this question have been collected from mentor and inductee logs and journals. Insights to answer this question were also gleaned from mentor and inductee responses using a fairly systematic process of reflectivity. Participants were asked to share their reactions to instructional events including a description of the event and their feelings and attitudes as a teacher in response to events. The qualitative data from these sources have been analyzed and categorized by focus questions.

5. How is teacher leader competence developed? Data have been gathered to test whether we can train teachers for leadership responsibilities based upon the five domains of knowledge described earlier. A pretest was administered to both a control and experimental group of practicing teachers aspiring to collegial leadership roles. Professors Nancy Zimpher and Kenneth Howey, in addition to doctoral candidate Jim Rowley, provided the

intervention training with the experimental group in a class for preparing teacher leaders. A syllabus of the course is included in the appendices (Appendix A-5). A post-test on the knowledge base for teacher leadership was administered at the completion of the intervention to determine whether our preparation of teachers for mentoring and other leadership responsibilities impacted on levels of professional knowledge. We have measured the experimental group's learning against the control group's. A dissertation completed from this study provides an assessment of our effort to prepare teachers for leadership/mentoring roles.

6. How is the capacity for reflection developed? Data were gathered from mentors and inductees using two reflectivity forms: Critical Event Forms and Conference Report Forms. Critical Event Forms were completed separately by mentors and inductees. They were analyzed by the constant comparative method using emerging categories. Inductees were asked to identify critical events by describing an event and by drawing conclusions based upon their judgment of the problem. These were shared with mentors in dyads whereby concerns, problems, and events were identified and conclusions stated. The dyads utilized force-field analyses to determine forces and factors impacting on concerns stated in the Critical Event Forms. These, too, were analyzed using the constant comparative method.

7. What are promising alternatives for supervision, mentoring, and apprenticeship? Our project as a whole directly focused upon this question. We documented a process which we felt was an alternative method for supervising and mentoring beginning teachers as opposed

to past practice of offering beginning teacher inadequate assistance. We have assessed the impact of our effort upon a specific population of teachers. We also utilized knowledge inventories to gather data on inductee and mentor perceptions of their progress and to compare their perceptions of the program. Via self-interviews, using audio-tapes, instructors provided qualitative information concerning the approaches presented in this project and their potential as a model for staff development.

8. How does meaningful collaboration occur both within the university and between the university and the school district? The minutes from the governance board meetings (Appendix A-6) have provided data for an analysis of major problems and obstacles presented to the collaborative groups. Additionally, these minutes substantiate the characteristics of individual school and university involvement. During interviews with the project director and project participants, the characteristics of a collaborative arrangement have been identified and categorized.

9. How do existing features and processes of a school or university change to accommodate innovative entry-year programs? Data collection for this question has drawn upon several procedures--the project director's description, journals and logs kept by participants, and semi-structured participant interviews conducted at the end of each year. The data reflect a cross-section of viewpoints represented by the various participant groups. The data-collection occurred often enough that key decisions, developments and participant response cycles were able to guide our collaborative process.

10. What are ways to provide incentives for teacher leaders' participation in the project? We have sought ways to provide incentives for teachers involved in the Cadre. We have found it helpful to use stipends (Appendix A-7) issued to Cadre members for completion of particular project-related activities and course assignments (Appendix A-8) to provide a focus for the development of skill in reflectivity and creative decision making. In addition, we have provided monies for release time for Cadre members to attend conferences at the local, state and national level.

Goal Statements Undergirding the Project

Beyond the statement of specific questions we sought to answer, we also formed a set of priorities or specific goal statements which served as "specifications" for the project. These goal statements have been explicated in our "Practice Profile," provided in Part C of this report. As such, the Practice Profile depicts attainment at three levels: "unacceptable," "acceptable," and "ideal." It was our main goal to meet each of these subgoals at the ideal level. At the very least, we wanted to be able to describe our project with enough specificity that interested others could trace our steps. This is the role, then, served by the Practice Profile. Major topics dealt with in this profile are displayed below:

A. Organizing and Maintaining Partnerships

1. Planning by establishing appropriate governance structures
2. Program development: conduct of training workshops and leadership courses
3. A variety of personnel have various roles and tasks for implementation
4. Institutionalization of an entry-year program for beginning teachers
5. University and school-based collaboration

B. Instructional Content

1. Forms of knowledge
2. Course content
3. Design and use of instructional materials
4. Progression of content development at various levels

C. Instructional Process

1. Developing inquiring professionals through reflectivity
2. The Teacher Leader Cadre becomes a new role for classroom teachers

III. Major Outcomes

Given all of the goals, questions and issues raised in the preceding section of this report (section A-II), we have organized the analysis of major outcomes into a series of outcome questions. These questions are divided into "Project Outcomes" and "Implementation Outcomes" and represent a refinement of questions previously stated in Section II above. The methods and/or strategies which form the response to these questions as well as the findings or implications of these efforts are described in depth in Part B of this report, the "Program Assessment Report."

A. Project Outcomes (Findings)

1. Is training mentors toward more effective classroom management behaviors to provide assistance to inductees as effective as intervening with inductees directly?

2. Do mentor teachers, inductees, and administrator/teacher leaders hold the same perceptions of what leadership characteristics mentors should possess to be effective in their roles?
3. What is the nature of curriculum decision-making in the classrooms of entry-year teachers?
4. Do programs which are designed to prepare mentor teachers for leadership roles positively effect their professional knowledge capabilities?
5. Is it possible to differentiate and measure mentor teacher attitudes toward conceptions of teaching competence?
6. What are the concerns of beginning teachers and mentor teachers as measured behaviorally with a BARS assessment?
7. When guided toward methods of becoming reflective practitioners, what is the substance of both mentor and inductee reflective capabilities?
8. What is the nature of mentor and inductee conferencing capabilities which allow them to discuss mutual and highly individualized concerns about specific topics?
9. Can mentor and inductee teachers be prepared to execute multi-focused action research projects? What is the nature of such projects?
10. Are teacher leaders able to acquire reflective capabilities whereby they can differentiate their leadership experiences.

B. Project Implementation (Instructional Processes and/or Organizational Concerns)

1. What is the process for the institutionalization of a beginning teacher assistance program in the participating districts?
2. What is the design and delivery of a mentor training program?
3. How do you create and provide ongoing support for a Teacher Leader Cadre?
4. What are the designations of roles and responsibilities for mentor teachers and teacher leaders?
5. What is the designation of a definition of a "new teacher?"
6. How are designed and conducted comprehensive needs assessments for beginning and mentor teachers?
7. What are the guidelines for developing and conducting action research projects part of an entry-year program?
8. Can we design a manual or guidebook to assist mentor teachers in their work with beginning teachers?
9. Can we design and implement a doctoral level program in professional development at The Ohio State University to prepare teachers for advanced leadership opportunities.
10. Can we design and implement a reflectivity packet to encourage a disposition toward inquiry and reflection among teachers?

C. A Brief Summary of "Outcome" Results

In Part B of this report, called the Program Assessment Report, we describe each of the above outcomes in depth. For the "Project Outcome" questions, each is followed by a description of the sample used for studying the question, as well as the method, instrumentation, results and/or findings, discussion of results and implications for improved teacher education. Thus claims made about our project in this case go beyond the attestations of the program design to build a more empirical base for the nature, design, and impact of the project.

Generally these findings relate to broader issues: a) What are the concerns of the beginning teachers in this project and do they coincide with findings generated in the extant literature vis-a-vis problems of beginning teachers? Further can we intervene and assist first year teachers in their repeatedly identified concern about classroom management? And, what is the nature of the beginning teacher's curriculum practice? b) Given the guiding image of our program of preparing inquiring professionals, what are indices that such abilities were acquired by our project participants? c) As the Teacher Leader Cadre emerged, how was the notion of leadership differentiated; how were teachers prepared for leadership roles and was this preparation effective; and can members of the Cadre be reflective about their leadership capacities? and d) Given the totality of Cadre members' experience and training, can they differentiate their own attitude toward teaching competence?

Naturally, these are not the only researchable questions we could have, or even should have, asked. Given our resource base, however, they exceed whatever we might have viewed as our capacity to study this project initially. This is due largely to the commitment and energies of a host of doctoral students who became involved in the project. Thus four of the studies stated above take the form of doctoral dissertations. This suggests as well that very brief comments noted below, and even the more extensive comments in Part B, do not begin to cover the degree of analysis we actually have available. Still each of these interest areas clustered above will be dealt with summarily in this section.

With regard to the concerns of beginning teachers, we have referenced several times the use of a behaviorally anchored rating scale to set priorities and identify locally a set of concerns previously identified by Veenman (1984). Since as one of the top concerns identified was acquiring skill in classroom management, we then proceeded to design a true experimental study (Stallion, 1987) to assess the impact of classroom management on inductees and dyads of mentors and inductees. Beyond gaining considerable clarity on how these skills are acquired, we also were able to determine that instruction through mentors to inductees was as effective as direct instruction by our leadership team to inductees. Further, we monitored in a highly quantitative fashion the acquisition and application of curriculum decision making by two beginning teachers (Weisz, 1988), and thus determined levels of these curriculum abilities, producing a tentative schemata for the types of curricula used in the classrooms of beginning teachers.

Much of our study focused, as well on the mentors', inductees' and Teacher Leader Cadres' ability to acquire reflective or inquiry-oriented capacities with regard to teaching and learning, and schooling. Two primary vehicles for reflective capacity were Critical Event Forms and Conference Report Forms upon which teachers recorded their reflections.

Inquiry was also fostered through the conduct of six-month long action research projects. From these instruments we were able to describe systematically the reflective thoughts of our participants, analyzed in-depth in Part B of this report, and also how these teachers "came to reflect" on practice. Thus we are confident that our teachers did acquire reflective capacities, across a range of informative and clearly focused issues and concerns.

Perhaps our most significant initiative was in the preparation of a Teacher Leader Cadre, composed of teachers who had previously served in our project as teacher mentors. We "eased" into this focus by initially studying perceptions of leadership (Gordon, 1986) from the perspective of teacher leaders, inductees, mentors, and principals. We found that to a great extent we could differentiate the perceptions of these respondents regarding the concept of leadership. Next we organized a group of twenty-five aspiring teacher leaders and ultimately designed a five-domain preparation program to prepare them for their leadership role. We then designed a quasi-experimental study (Rowley, in press) to ascertain the effect on trained and untrained aspiring teacher leaders with regard to their acquisition of knowledge about professional development; wherein we found significant differences between the control and experimental groups in knowledge acquisition. Ultimately we asked the Cadre to be reflective about their leadership experience; and the results of this inventory are also shared in Part B of this report.

Finally, we spent a considerable amount of time talking, thinking and studying about different conceptions of teaching competence (Zimpher and Howey, 1986). As such we administered to several populations of teachers (including those aspiring to leadership positions) an instrument asking them to share their perceptions of teacher competence (Rowley, in press). Clusters of reactions to competence as technical, clinical, personal and/or critical are documented in Part B of this report. We learned that it was helpful to be clear about our conceptions of competence, particularly as mentors and teacher leaders provide guiding images of teacher competence in the process of observing and giving feedback about classroom practice.

With regard to the "Implementation Outcome" questions most aspects of the outcomes have been discussed to some degree in the text above. In Part B of this report, we emphasize ten of these outcomes, and offer a brief description of the "results" of these efforts. These are less in the nature of empirical findings and more toward artifacts or products of our project. Like the project outcome questions, these implementation outcomes cluster categorically, as follows: a) What are those project dimensions that constitute replicable program designs? b) How were roles designated in the program design? and c) What instruments and materials were developed that could be disseminated for use in other entry year and/or professional development programs? Again each of these clusters of questions is more adequately defined in the Program Assessment Report. Here we briefly describe the essence of these "products."

With regard to program designs, three have evolved. We believe that we have created an entry-year program design that may be used or adapted in other school-university collaborative setting. The design has specific conceptual program elements (or course descriptions), a conceptual framework (as explicated throughout this report), role assignments (for mentors, inductees and teacher leaders), governance structures (for program planning and delivery), protocol materials (for use in fostering program themes), and ways of assessing and studying the program. All of these artifacts are available and most are shown in the appendices. A program within a program is the model design we created for the preparation of teacher leaders (Zimpher, 1988). In an evolutionary manner both of these "programs" led to yet another iteration which is the newly designed doctoral level area of emphasis in professional development now offered at Ohio State.

Designations of role break new ground in both specificity and uniqueness of assignment. Although many construals of the "mentor" are replete in the literature (Zimpher and Rieger, 1988) we chose to focus on the role of mentor as an instructional support assistant. Our definition of a new teacher is more multi-faceted than other such designations noted in the literature. And the concept of a Teacher Leader Cadre is, to our knowledge, a unique role description.

Artifacts that hold potential for adoption in other programs include our "Beginning Teachers Needs Assessment" (Stallion, 1986); "a set of guidelines for action research" (Howey, 1987) which gave form to our teacher-researcher mode; a manual developed to support our mentor/teacher leader professional development program which we refer to as a "guidebook" (Rowley, 1988); and a "reflectivity packet" which we have employed to foster an inquiry-oriented perspective on practice for participants in our program (Zimpher, 1987).

IV. Implications for Others

Later in this report (in Section VI) we will speak to lessons learned during the course of this project. Those observations, the reader may find, will be somewhat speculative and philosophical. In contrast, the implications drawn here are those we feel more narrowly reflect the specific outcome questions posed in the project and the subsequent answers which were derived from the data analysis and the products.

Beginning with a consideration of implications from the findings related to "project outcomes," several views emerge. First, the process of assessing needs was done largely to build ownership in the project. To limit or in some small way to control the scope of an induction program we thought we could effectively deliver, and because of the maturity of the extant literature on the problems of beginning teachers, we decided to base our needs assessment instrument on a comprehensive literature review by Veenman (1984). That may have been an early tactical limitation of our effort, but it did help us focus our activities based on a realistic assessment of what we could deliver.

When the results of the assessment were made public it was easy for the participants to see the relationship between what they selected and what was ultimately delivered in the program. Also, the results allowed us to use as a major focus of our study, the acquisition of skills in classroom management, which was a major priority of most respondents.

The delivery of classroom management training was quite deliberately organized. First we invited Carolyn Evertson (Evertson, et al., 1984) to work with our project participants, then we sent a staff member to Vanderbilt University to receive further training and advice on the conduct of a study on this topic. The study which emerged resulted in more clarity on our part in delivering instruction in this area and also helped us focus more on preparing mentors as the "teachers" of inductees. The nature of the study (Stallion, 1987) was extensive and relatively unique in design, since true experimental studies are difficult to effect. The dissertation that emerged was selected by the Association of Teacher Educators for its Distinguished Dissertation Award for 1988.

With regard to the notion of leadership, several of our studies related to describing, defining and reflecting on this concept. For definitional and conceptual clarity we relied on Stogdill's (1974) work to guide a study of the perspective of participants on leadership (Gordon, 1987). Specifically we focused on different construals of mentors as leaders, and found our participants by category had very diverse views on what constitutes mentor leadership in our training efforts, particularly relying on the notion of situational leadership from Hershey and Blanchard (1971) to help understand the consequences of new roles for teachers in leadership/mentoring positions.

Our focus on leaders evolved as interest grew in the project for creating new leadership roles. When mentor teachers requested more significant responsibility for assisting mentor/inductee dyads, we felt a preparation program would be vital to their success. After two years of experience, we began to see more clearly the patterns of our own thoughts. These patterns helped us form "domains" of leadership training. We then were able to test the impact of the instructional domains on the acquired knowledge base of teacher leaders. The framework of domains (Zimpher, 1988) was the basis of a knowledge inventory (Rowley, in press) used to assess professional competence. Relatedly, we also were able to describe the dispositions or attitudes of teacher leaders about teacher competence (Zimpher and Howey, 1987 and Rowley, in press). Thus we can say with more definition that the "curriculum" of our leadership training effort has both a theoretical base and an empirically-tested impact on teacher leader knowledge of professional development.

Of all the concepts we developed and studied in this project, perhaps the reflectivity perspective held the most gripping interest. We were informed by antecedent work by Dewey (1904), Zeichner & Liston, (1987, and Schön (1983) as we thought about what it meant to use reflectivity to prepare inquiring professionals. The literature on action research helped greatly. Together, these bases gave as the impetus we needed to reflect profusely on the events of the project. Thus we had literally hundreds of reflective artifacts or data elements which we have poured over during the past three years. Thus, we have tentative but enthusiastic resolve, as follows: a) teachers did acquire reflective capacities; b) the content of these reflective profiles gave formative advice on directions for improvement and summative feedback on the efficacy of our efforts; and c) incremental association with reflection led us to more significant action research in the practice of inquiry in the classroom.

Shifting now to the implication drawn from "implementation outcomes," a number of ideas come to mind. First, we believe the program designs we created at multiple levels have as attributes the classic dimensions of curriculum design. We were constantly aware of issues related to scope and sequence, breadth and depth, and the job-embedded nature of our staff development efforts (Howey, Matthes, and Zimpher, 1987). We hope that these elements are apparent in our program description, because they surely guided our curriculum planning. Relatedly, we created programs at multiple levels, and all of the program efforts seemed to interact. For instance, meeting the needs of beginning teachers is related to the nature of preservice programs, and is linked as well to the kind of professional development provided for teachers who serve in mentoring roles for beginning teachers. The curriculum provided for teacher leaders is linked to all preceding curricula noted. Thus the continuing professional development of teachers at all levels is inextricably linked. This is a major understanding we believe evolved during this project.

Other more pratical implications of our work eminate from two widely used adages: 1) "necessity is the mother of invention;" and 2) "form follows function." With regard to "necessity," we made a tactical decision early on to broaden the definition of the new teacher from including only newly certified and inexperienced teachers to those experiencing "newness" at multiple levels. We did so initally to attract a broad volunteer base of teachers. Ultimately we had our critical mass; sixty-five mentor-inductee dyads during the first year of our project. We later learned, through confirmation by participants, that there are multiple levels of trauma associated with newness at all levels of practice. This was a practical but important discovery.

With regard to "form and function," rarely did extant materials exist that precisely or even loosely fit our project needs. Thus much of our development effort was focused on creating new and useful materials (e.g., course syllabi, guidebook materials, reflectivity instruments, and action research guidelines), which we designed once we were clear about the direction of the program. Thus the potential usefulness of these materials for others probably has to do with the goals the materials they seek to serve. For us, thus the conceptualization of our program weighed heavily on the usefulness of what we designed in terms of materials and instruments.

These constitute the implications for others drawn from both the developmental and research aspects of this project. Much more occurred than we can ever share; but hopefully these brief descriptions will be helpful to others.

V. Institutionalization Features of the Project

One of our major goals was to assist districts in the establishment of independent entry-year programs in some form of operation by June 30, 1988 (Appendix A-9). Below are progress reports at each of the five sites:

A. Canal Winchester Local Schools

The entry-year program in Canal Winchester is defined as a program of support provided to meet the unique needs of an individual in the first year of employment. An inductee is any certified person new to the district and a mentor is a person assigned to provide professional support to an individual in the first year of employment.

The purpose of the entry-year program is to provide the highest quality of instruction possible for students. An induction program is seen as a method for fulfilling this purpose by providing each new staff member with a support system including experienced support teachers, administrators, and other personnel. The entry-year program is designed to ensure an orderly, successful first year for professionals new to the district.

The Canal Winchester plan includes a rationale and a list of goals and objectives. The roles and responsibilities of superintendent, building principal, LEA president, Teacher Leader Cadre members, mentors, inductees, and steering committee are clearly outlined. Mentor selection criteria include a willingness to serve and participate in the program and preferrably at least three years teaching experience, one of which should be in the building where the inductee is located. The selection process provides the opportunity for any experienced teacher in the district to volunteer for the role, but ultimately the steering committee is responsible for the final selection of mentor teachers and their assignment to inductees based upon specified needs.

Provisions are made for mentors to be trained for their role through professional development activities and they will receive appropriate recognition which includes release time, if needed, and course credit or other credit options such as CEUs. Professional development activities for entry-year teachers are outlined, including mentor-inductee meetings. An evaluation process is included for two purposes: a) to enable the steering committee to determine the progress it has made through the assistance program, and b) to determine those revisions which may need to be made for the following year. A needs assessment will be administered to new teachers, which will be utilized as mentors and inductees work together throughout the school year.

B. Hamilton Local Schools

The goal of the Hamilton Local School District Induction Program is to provide the inductee with support and professional growth in a collegial atmosphere. A local steering committee is established for the purpose of selecting and evaluating mentors, providing guidelines for the program, identifying needs of inductees and mentors, and providing professional development opportunities for mentors and inductees. Membership of the committee includes the superintendent, building principals, LEA president, Teacher Leader Cadre members, and five teacher representatives.

The roles and responsibilities of the superintendent, building principals, LEA president, Cadre members, mentors and inductees are clearly defined. Teachers serving their first year under the provisional certificate and those with less than three years experience who are new to the district are required to participate in the program as inductees. Criteria for mentor selection is clearly defined, as well as the mentor selection process. Ultimately, the steering committee selects mentors and matches them with inductees.

Criteria and selection for membershp in the Teacher Leader Cadre are explicated in the document. In addition, the policy includes an evaluation process to be conducted yearly by the steering committee to assess the progress of the program. Rewards and incentives include release time for both mentor and inductee if needed.

Professional development activities for both mentors and inductees are listed in the document. Mentor and inductee meetings are established along with a timeline for implementation and the Teacher Leader Cadre will assume the central responsibility for the training of mentors.

C. Plain Local Schools

Plain Local Schools visualizes its goal as providing the highest quality of instruction possible for students. Toward this goal, the district has assumed the responsibility for the creation of a continuous Staff

Development Program, beginning with an entry-year program for new teachers. The program is designed to provide each new staff member with a support system which includes the assistance of experienced teachers, administrators, and county personnel and is not to be used for the purposes of evaluating new teachers for contractual renewal.

A Staff Development Advisory Council has been established which includes the following personnel: one administrator, one board member, three building representatives, and Teacher Leader Cadre members. This advisory council has the responsibility to direct the staff development plan for the district, establish time frames, provide the resources for the plan and create, support, and evaluate the entry-year program.

The roles and responsibilities of mentors and inductees are identified in the document. The Staff Development Advisory Council (SDAC) ultimately selects the mentors based upon certain criteria including five years teaching experience, demonstrated good teaching skills, participation in continuing education/inservice, and a willingness to be trained. Mentors are evaluated at the end of the year and release time and monetary reimbursement are listed as some of the rewards and incentives for participating.

Teachers new to the district and long-term substitutes are considered new teachers and are required to participate in the entry-year program. Any teacher interested in participating may do so on an optional basis. Some of the rewards and incentives for inductees include fulfillment of job requirements and release time.

Mentors are trained by Teacher Leader Cadre members in the five knowledge bases identified through the Franklin County/OSU Induction

Project. Inductees are expected to attend various inservice meetings and to observe and be observed by mentors.

D. Groveport Madison Local School District

The purpose of the Groveport Madison Induction Program is to provide the inductee with support and professional growth in a collegial atmosphere. The Groveport Madison Induction Council has been developed as the governance structure to oversee the induction program. The council members include the superintendent, the director of Curriculum and Instruction, an elementary, middle and high school principal, the LEA president, the chairperson of the Professional Growth Committee, and a Teacher Leader Cadre member from the elementary, middle, and high schools. This council has the responsibility to select and assign mentors, design and evaluate the program, and provide communication between the representative groups.

The criteria for mentors and their role in the program are clearly defined. Mentors are required to have at least three years teaching experience, a good working relationship with peers, competence in instruction, and display a positive attitude toward the program specifically and professional development activities in general. Inductees are defined as teachers new to the district, whether this is their first assignment under the provisional certificate or whether they have changed districts, grade levels, and/or buildings.

The Teacher Leader Cadre is expected to plan the instructional program for mentors utilizing needs assessment instruments. The Cadre will deliver the instructional program to mentors and periodically assess the success of the program through mentor and inductee surveys and questionnaires. The Cadre will provide professional development opportunities to mentors in cooperation with university instructors.

Mentors, inductees, and Cadre members will receive support in a number of ways. They will be provided release time to attend to their duties. Some will receive course credit, fee waivers, and opportunities to attend conferences and other professional development activities. All will receive recognition through a variety of means which they so greatly deserve for their endeavors in this project.

E. Dublin Local Schools

The Dublin Local Schools Entry-Year Program has as its primary purpose the continuation and enhancement of instructional excellence for the students of the district. For the Dublin Schools, such a philosophy contends that success breeds success and that helping entry-year professionals to have a successful entry-year establishes the basis for career-long success and the continued enhancement of instruction. The intent of this district's entry-year plan is to help teachers move beyond issues of personal survival to a focus on instructional excellence.

The plan includes a list of five program goals, which include:

1. Understanding work assignments and task responsibilities
2. Clarifying expectations held by the employing district
3. Overcoming feelings of isolation
4. Acquiring new behaviors necessary to perform effectively
5. Utilizing instructional resources and materials

Inductees have been defined in one of the three following ways: entry-year teachers with less than one year of teaching experience, experienced teachers new to the Dublin Local Schools with one or more years of teaching experience, or a teacher teaching a new subject, at a new grade level, in a new area of specialization, in a new building, or returning to teaching after an extended leave of absence. Inductees are required to meet with their mentor as needed, attend scheduled district and building-level meetings, and complete required documentation.

Experienced teachers wishing to serve as mentors must have at least one year of experience in the Dublin Local Schools, preferrably at the same grade level, area of specialization, or subject area as the inductee. Mentors and inductees are to be in the same building. Also mentors are to display a willingness to serve and to continue learning and to demonstrate a positive attitude toward the teaching profession. They must act as advisors and resource persons for inductees, contact inductees as soon as possible after employment, attend scheduled district building-level meetings, complete required documentation and act as role models for the inductees in all aspects of professionalism. The mentor is seen as a support for the inductee and is not intended to serve in an evaluative capacity.

The Dublin program is organized according to three distinct areas: an individualized mentor/inductee program, a building-level program, and a district-wide program. The individualized mentor/inductee program facilitates implementation of the Entry-Year Program by providing informal contact for the mentor and inductee. The building-level program facilitates implementation of the Entry-Year program philosophy and goals by planning and sponsoring building-level activities for mentors and inductees. The district-wide program facilitaties implementation of the Entry-Year Program philosophy and goals by planning and sponsoring district-wide activities for mentors and inductees.

VI. Overall Strengths and Weaknesses and "Lessons Learned"

What follows are highly reflective and personalized constructions of lessons learned from our experience in this three-year initiative.

1. The nature of governance, collaboration, and participation in such a project is critical to the project's success. We have based our activities on a notion of parity that suggests that whenever people are gathered in the name of these projects they will, by necessity, be representative of the administrative leadership of a school district, the teacher leadership of a school district, including significant representatives of teacher union/association affiliates, and the university faculty. We stand on the notion of parity as a bedrock component of our collaborative effort. Without such an insistence on parity, we are confident we would not have seen the evolution of teacher leaders in this project.
2. The issue of resources is haunting, repetitive and often problematic. The districts involved in this project are rather small in size (save for one) are of limited resources, in some instances have suffered a reduction in force during the three years of our operation, and rarely have had the kind of funds necessary to support mentors and teacher leaders. The basic kind of support typically offered by a school district, although it changed from year to year, was to capture some release funds so that mentor teachers and inductees could periodically leave their classrooms to work together. On occasion, as well, several of the districts afforded support for travel, so that many of our members could make presentations at national, regional and state meetings to

disseminate information about the project. Facilities provided for our efforts were always less than optimal--we met in every cafeteria in the five local districts. Often, they were noisy and vacuous; the seating arrangements were often benches and tables. We longed for civility and the kinds of comforts that are available in other sectors when people are brought together for professional development. As well, the notion of release time at the university is often a euphemism for capturing resources in otherwise constrained financial times. It rarely means that faculty members are truly released from other obligations to participate in such projects. It is rather an add-on, in-load kind of opportunity. One justifies these activities because they foster not only an interest in program development but certainly lines of inquiry such that the research efforts attached to this project are critical to balance the lack of resources necessary to sustain such a project. For teachers in districts where teachers are released and given stipends, which are usually major metropolitan districts, there is a great tension between those teachers and the teachers in these local districts who were not released, who were not working for stipends but rather were sort of absorbing these activities in their main load. For this these teachers received a considerable amount of harrassment from teachers in larger districts where such stipends were available.

3. We were able to use extant literature (which is largely of an empirical nature) on the problems of beginning teachers to design our induction program. At this point in time, we have several

decades of study on beginning teachers. Thus induction is not really a new idea--it began many, many years ago. So, we have recycled literature from the 60s and the 70s and, of course, recent studies in the 80s to inform our project. We do believe that the knowledge base is mature enough to inform the nature of our programs. That is not to say that we did not use needs assessments to insure local ownership, but they were built largely on an extant knowledge base.

4. We want to underscore the developmental nature of this project. Collaboration and planning for such an event is usually an after-school, after-hours, over-weekends, over-vacation kind of an endeavor. People tire. People overextend themselves. The best and most hardworking teachers and university faculty were exactly the same people who contributed to these projects. At times, we would hear ourselves saying "if we can get this developed then we can put it in place and we won't have to keep developing." On the contrary, what has made this project so powerful and so spontaneous is that it has been continually in a developmental or pilot mode. People made contributions and could see the net effect of their contributions as program aspects changed. Our best advice is that people learn to cycle in and out of such projects so as not to burn out or overextend themselves, but take time in and time off.

5. People have often suggested that in such developmental projects you need the right people involved. It is hard to know who the right people are, but certainly they are people who can acknowledge the power of research and a knowledge base but can, as well,

acknowledge the power of the individuals involved in the project. Certainly people involved in developmental collaborative efforts have to be patient, adaptable, extremely energetic and enthusiastic, knowledgeable, and, for the most part, "can do" people. This means that timelines are short, delivery is almost impossible, but the project must move and people in the project must be committed to that movement. We credit the vision of a number of people in the local districts who know intuitively that this kind of collaboration will make staff development better in their districts, and those people in the university who will make themselves available to help create these developmental structures.

6. We have been truly impressed with the initiative taken by teachers who have served in mentoring roles to extend their own professional development through the creation of a Teacher Leader Cadre. This idea, spawned by one of the assistant superintendents in the county office, was quickly embraced by a number of teachers who were looking for more fulfillment, and who avidly sought and sustained leadership roles in this project throughout the course of the second and third years. It has caused our focus on the nature of teacher leadership to develop to such a state where we have been able to think more creatively about the knowledge that informs teacher leadership.

7. We knew from the beginning of this collaborative project that ultimately, if we wanted the project to survive, we must work on institutionalization. Many of the same actors who contributed to this project contributed years before to a federal teacher center.

It had many of the same attributes, optimism and energy, but it died when the federal funding died. Our effort for the last three years has been to find ways to integrate and mainstream this activity into the ongoing life of the local school districts. We hope we have achieved this by local steering committees, by empowering teachers in leadership roles, by providing models of good program development that could be fostered in local districts. Only time will tell.

8. We have been perpetually interested in the notion of assessment and evaluation and of research to study this intervention. We have been effective in establishing multiple modes of assessment for informing program development and also for assessing the impact of our program activities. We have been more qualitative than quantitative; our diagnosis is largely of open-ended forms, of interviews, of logs and diaries and also the assessment of products such as the delivery of 20 action research projects at the end of the second year of the project. If we could turn back the hands of time, we probably would set up better and more effective pre-measures so that now we would know a little more about the nature of our intervention. Our only rationalization for this problem is that putting a project in place developmentally leaves little time to think creatively about measuring its impact. We could use--all of us--more help in this area.

9. We began our conceptualization of this project by embedding it in a continuum of professional development that expands teacher recruitment and selection, teacher preservice education, induction

and inservice. We believe that induction is part of the whole cloth of staff development and inservice education; we believe it can be more thoughtfully construed and delivered; we think there are certain aspects of staff development that need to be in place in districts such as governance and resources, and a few of the items mentioned above; and we believe there are alternative program models and formats for the delivery of staff development. Someday it is likely that the notion of induction will fade from the landscape of staff development. As a matter of fact, the link between preservice and inservice hopefully will be melded so that the lines are more and more blurred, so that we do not continue to segment various sequences in the career development of teachers, but rather make it a blend--a blend of enablement, a blend of inquiry and reflection, and a blend of personal/professional development. This has been the primary aim of our project, and one that is still in the process of becoming.

Clearly there are other lessons which we could share, but we believe these have possibilities for impacting upon professional practice and policy in program planning and development, implementation, assessment and program revision, curriculum content, processes, and university-school collaboration.

VII. Products and Dissemination Activities

The following section details those products and dissemination activities completed throughout the three years of this induction project. University faculty, staff, and local school districts' administrators and teachers have participated in these endeavors.

Dr. Zimpher and Dr. Howey plan to continue to write for publication the compelling features of our project. In addition, they forsee continued training sessions not only for mentors but for teacher leaders as this concept gains strength throughout teacher education programs. Other staff members who have worked with this project are interested in expanding and detailing the results of the reflectivity instruments for publication and presentations at national and local conferences. In the more recent future, Drs. Zimpher and Howey have submitted proposals to AERA, AACTE, and ATE for presentations regarding our project and are awaiting their acceptance.

There were more data collected throughout the three years of this program than we could possibly analyze for this report. Therefore, we plan to continue our efforts in data analysis and synthesis and report our results in journals and at conferences.

Due to the length of this section, we believe it would be impractical to include a copy of each paper, article, syllabus, and other materials. We also content that this section provides supportive evidence of both our dedication to and our belief in disseminating information not only regarding entry-year programs, but mentoring, teacher leadership, and the development of inquiring professionals.

Books and Monographs; Chapters in Books

Cinnamond, J., & Zimpher, N. (in press). Reflectivity as a function of community. In R. T. Clift, W. R. Houston, M. Pugach (Eds.), Encouraging reflective practice: An examination of issues and exemplars. New York: Teachers College Press.

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Presentations

A mentor preparation program sampler: Nancy L. Zimpher

Paper presented at the Eleventh Annual Conference (The Good School: Staff Development's Role), Ohio Department of Education, Division of Inservice Education, Columbus, May, 1988

The design and development of entry-year programs: Kenneth R. Howey

Paper presented at the Eleventh Annual Conference (The Good School: Staff Development's Role), Ohio Department of Education, Division of Inservice Education, Columbus, May, 1988

Lessons learned from the design and implementation of an induction year program: Nancy L. Zimpher

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 1988

Mentoring relationships and the effects of a model of classroom management intervention training on the inductee teacher's behavior: Brenda Stallion

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 1988

University collaboration with the Ohio State Department of Education and public schools: Suggestions for developing effective programs and effective mentors: Nancy L. Zimpher & Kenneth R. Howey

Presentation for the Association for Supervision and Curriculum Development, Boston, March, 1988

An induction program that invigorates the new and experienced:

The roles and responsibilities of the critical actors: Sherry Kuehnle
What structures support the invigorating of mentors? Cheryl Hilton
A synthesis of the teacher leader cadre: Shirley Scholl
Lessons learned from participation in the design and implementation of an entry-year program: Nancy Zimpher

Papers presented at the Association for Supervision and Curriculum Development, Boston, March, 1988

Issues and problems related to the continuing professional development of teachers: Nancy L. Zimpher and Kenneth R. Howey

Distinguished Lecture given at the Association for Supervision and Curriculum Development, Boston, March, 1988

From teacher mentor to teacher leader: How leadership begets leadership: Nancy L. Zimpher

Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, February, 1988

Classroom management intervention: The effects of training and mentoring on the inductee teacher's behavior: Brenda Stallion

Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, February, 1988

Mentoring relationships: The effects of a model of classroom management intervention on the behaviors of beginning teachers: Brenda Stallion

Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, February, 1988

Preparing teachers for leadership roles in professional development: Nancy L. Zimpher & Kenneth R. Howey

Paper presented at the annual meeting of the National Staff Development Council, Seattle, December, 1987

Classroom management intervention: The effects of training and mentoring on the inductee teacher's behavior: Brenda Stallion

Paper presented at the annual meeting of the American Vocational Association, Las Vegas, December, 1987

Programs for beginning teachers: Brenda Stallion

Paper presented at the annual meeting of the National Staff Development Council, Seattle, November, 1987

Promising directions in professional development: Nancy L. Zimpher & Kenneth R. Howey

Keynote address at the first annual conference on staff development, Minnesota Department of Education, October, 1987, Branird, Minnesota

Reflectivity and the instructional process: A definitional comparison between theory and practice: Nancy Zimpher & Karen Fellows

Paper presented at a national conference on reflectivity and teacher education, University of Houston, October, 1987

Reflectivity as a function of community: An analysis of teacher socialization and the reflective process: Nancy Zimpher & Jeffrey Cinnamond

Paper presented at a national conference on reflectivity and teacher education, University of Houston, October, 1987

Classroom management intervention: The effects of training and mentoring on the inductee teacher's behavior: Brenda Stallion

Paper presented at the first annual State Vocational Research Conference, Columbus, October, 1987

Induction: Setting the dream maker's course: Brenda Stallion

Panel presentation at the annual Ohio State Education and Pennsylvania Student Education Association meeting, Pittsburgh, PA, October, 1987

Using research knowledge to improve teacher education: Implementation of an induction program for inquiring professionals: Susan Rieger

Symposium presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, October, 1987

The Franklin County/OSU induction project: Shirley Scholl

Presentation at Buckeye Association of Superintendents and Administrators, Columbus, Fall, 1987

Advanced in knowledge which inform teacher education: Kenneth R. Howey & Nancy L. Zimpher

Keynote address, University Council for Vocational Education, Annual Professional Development Day, St. Louis, July, 1987

The right stuff: Essential elements for structuring an induction year program: Cheryl Hilton, Sherry Kuehnle, Shirley Scholl, Brenda Stallion, and Eva Weisz

Paper presented at the Eleventh Annual State Staff Development Conference, Columbus, May, 1987

The concerns of beginning teachers identified through reflection: Susan Rieger

Paper presented at the Council of Graduate Students Research and Scholarly Activities Forum, April, 1987

A model of classroom management intervention and the effects on beginning teacher's behavior: Brenda Stallion

Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April, 1987

Teachers in transition: New conceptions for induction processes:

Reflectivity and Teacher Induction: William Armaline
Collaborative Teacher Induction Programs: Suggestions for Reform in Teacher Education: Victor Rentel
Assessing Needs: A Vehicle for Reflecting on Inductee and Mentor Staff Development: Brenda Stallion
Induction Processes: A Collaborative Effort Toward Reflective Teacher Practices: An Overview: Nancy Zimpher

Papers presented at the annual meeting of the Association of Teacher Educators, Houston, February, 1987

The Franklin County/OSU Induction Project: Shirley Scholl

Presentation for the Green County, Ohio administrators, Winter, 1987

The Franklin County/OSU Induction Project: Shirley Scholl

Presentation for the Logan County Board of Education, Bellefontaine, Ohio, Winter, 1987

The Franklin County/OSU Induction Project: Shirley Scholl

Presentation for the Southwest County Superintendents Association, Wilmington, Ohio, Fall, 1986

The right stuff: Essential elements for structuring an induction year program:

The Franklin County/OSU Induction Project: An Overview: Nancy Zimpher
The Roles and Responsibilities of the Critical Actors: Cheryl Hilton
What Activities Serve as the Focus for an Induction Year Program? Shirley Scholl
Practice-Centered Inquiry: The Guiding Process for Teachers in an Induction Program: Eva Weisz
What Informs an Induction Year Program? Brenda Stallion
What Structures Support "The Right Stuff" for the 1986-87 Induction Year Program? Sherry Kuehnle

Papers presented at the annual meeting of the National Council of States on Inservice Education, Nashville, November, 1986

The Franklin County/OSU induction program: An overview: Nancy L. Zimpher

Paper presented at the ninth annual conference on Career Structures for Staff Development, Ohio Department of Education, Division of Inservice Education, April, 1986, Columbus

Overviews of the induction project: Cheryl Hilton, Sherry Kuehnle, Deann Prince, Shirley Scholl, and Brenda Stallion

Presentation at the tenth annual State Staff Development Conference, Columbus, April, 1986

Issues and problems in professional development: Kenneth R. Howey & Nancy L. Zimpher

Paper presented at the Association of Teacher Educators annual meeting, Atlanta, February, 1986

The Franklin County/OSU induction project:

The Franklin County/OSU Induction Program: An Overview: Nancy Zimpher
A Historical Perspective on How the Induction Program Developed: Shirley Scholl
Shared Governance through Shared Needs and Cooperation: Mark Stevens
Needs Assessment: A Vehicle for the Beginning and Mentor Teacher Staff Development: Brenda Stallion
Who Are Our Inductees and What Are Their Needs? Cheryl Hilton
Incentives for Inductee and Mentor Teacher Preparation: Sherry Kuehnle
Mentoring: Do Mentor Teachers Make A Difference? Deann Prince

Papers presented at the annual meeting of the National Council of States on Inservice Education, Denver, November, 1985

Linking new teachers with support systems: Brenda Stallion

Paper presented at the annual meeting of the Ohio Vocational Association meeting, Dayton, October, 1985

Workshops, Seminars, and Course Offerings

The Ohio State Department of Inservice Education, "Training Mentor Trainers," August, 1988, Mohican State Park, Nancy L. Zimpher & Kenneth R. Howey

Teacher Leadership Workshop, Dublin City Schools, Dublin, OH, August, 1988, Nancy L. Zimpher & Kenneth R. Howey

Teacher Leadership Workshop, Southwestern City Schools and Reynoldsburg City Schools, June, 1988, Nancy L. Zimpher and Kenneth R. Howey

Teacher Leadership Workshop, Greene County Local Schools, Xenia, Ohio, April, 1988, Susan Rieger

Teacher Leadership Workshop, Hilliard City Schools, Summer, 1988, Spring, 1988, and Spring, 1987

Graduate Course Offering, ED: P&L 872, "Teacher Leader Cadre Training," Winter/Spring, 1988, Franklin County Local Schools

Graduate Course Offering, ED: P&L 870, "Preparation for Teacher Leadership," Spring, 1988, Franklin County Local Schools

The Ohio State Department of Inservice Education. "Training Mentor Trainers," July, 1987, Mohican State Park, Nancy L. Zimpher & Kenneth R. Howey

Graduate Course Offering ED: P&L 871, "Training Teacher Leaders," Fall, 1987

Graduate Course Offering ED: P&L 727B, "Teacher/Leader," Winter, 1987

Graduate Course Offering, ED: P&L 870, "Observation and Supervision of Classroom Processes," Fall, 1986

Graduate Course Offering, ED: P&L 727A, "Strategies for Enabling the Teacher as an Inquiring Professional," Fall, 1986

Graduate Course Offering, ED: P&L 870, "Practicum in Curriculum, Instruction, and Supervision," Summer, 1986

Graduate Course Offering, ED: P&L 727C, "Issues and Processes for Development of Programs for Beginning Teachers," Spring, 1986

Graduate Course offering, ED: P&L 727A, "Issues and Concerns of Beginning Teachers," Winter, 1986, Franklin County Schools

Graduate Course Offering, ED: P&L 727B, "Leadership Strategies for Mentor Teachers," Winter, 1986, Franklin County Schools

Conferences Held

"Setting the Educational Agenda for the Future," February 10-11, 1988, Columbus, Ohio

"Models for Instructional Improvement: Opportunities for Teacher Leadership," May 28-29, 1987, Columbus, Ohio

"Educational Policy and Educational Reform: Extending Professional Competence," May 22-23, 1986, Columbus, Ohio

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RF Project 717728/765034
Final Report

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

Part B: The Program Assessment Report

Nancy L. Zimpher and Susan R. Rieger
College of Education

For the Period
September 30, 1985 - September 30, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, D.C. 20202

Contract No. 400-85-1043

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September 1988

The Ohio State University
Research Foundation
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Columbus, Ohio 43212

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

Nancy L. Zimpher, Associate Professor
Susan R. Rieger, Graduate Research Associate
The Ohio State University
College of Education

FINAL REPORT
Part B: The Program Assessment Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, D.C. 20208

Contract No. 400-85-1043

September 30, 1988

PART B: PROGRAM ASSESSMENT REPORT

I. Major Questions

This report explicates in detail the findings or results from ten project outcome questions and eleven project implementation questions which guided our study entitled "Using Research Knowledge to Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals" and funded by the Office of Educational Research and Improvement (OERI).

The following project outcome questions address program impact and effectiveness.

1. Is training mentors toward more effective classroom management behaviors to provide assistance to inductees as effective as intervening with inductees directly?
2. Do mentor teachers, inductees, and administrator/teacher leaders hold the same perceptions of what leadership characteristics mentors should possess to be effective in their roles?
3. What is the nature of curriculum decision-making in the classrooms of entry-year teachers?
4. Do programs which are designed to prepare mentor teachers for leadership roles positively effect their professional knowledge capabilities?
5. Is it possible to differentiate and measure mentor teacher attitudes toward conceptions of teaching competence?
6. What are the concerns of beginning teachers and mentor teachers as measured behaviorally with a BARS assessment?

7. When guided toward methods of becoming reflective practitioners, what is the substance of both mentor and inductee reflective capabilities?
8. What is the nature of mentor and inductee conferencing capabilities which allow them to discuss mutual and highly individualized concerns about specific topics?
9. Can mentor and inductee teachers be prepared to execute multi-focused action research projects? What is the nature of such projects?
10. Are teacher leaders able to acquire reflective capabilities whereby they can differentiate their leadership experiences?

The following project implementation questions document specific aspects of our project and describe what actually occurred during the development and implementation years.

1. What is the process for the institutionalization of a beginning teacher assistance program in the participating districts?
2. What is the design and delivery of a mentor training program?
3. How do you create and provide ongoing support for a Teacher Leader Cadre?
4. What are the designations of roles and responsibilities for mentor teachers and teacher leaders?
5. What is the designation of a definition of a "new teacher?"
6. How are comprehensive needs assessments for beginning and mentor teachers designed and conducted?
7. What are the guidelines for developing and conducting action research projects as a regular part of an entry-year program?

8. Can we design a manual or guidebook to assist mentor teachers in their work with beginning teachers?

9. Can we design and implement a doctoral level program in professional development at The Ohio State University to prepare teachers for advanced leadership opportunities?

10. Can we design and implement a reflectivity packet to encourage a disposition toward inquiry and reflection among teachers?

In the following section we will first describe the major features of our program which will provide a basic context for understanding the key questions and descriptions. Subsequent sections will address each of the project outcome questions and project implementation questions as significant components of our research inquiry and project program. As such we will describe the sample, methodology, instrumentation, results/findings, discussion, and implications for each major question.

II. Program Component Description

The Franklin County/OSU Induction Project has been a three year commitment for the induction of new teachers into the profession. Five local Franklin County School districts participated with the faculty in the College of Education, Department of Educational Policy and Leadership at The Ohio State University to develop and implement the entry-year program.

Experienced teachers who were interested in assisting new teachers were defined as mentors. Mentor teachers were chosen in one of three ways: 1) by administrators who called on teachers to serve; 2) by administrators and teacher representatives who called on teachers to serve; or 3) by direct volunteering of teachers who wished to participate in the program. The term new teachers was broadly defined to include a) those assuming a first year teaching assignment, typically immediately following graduation and serving under the provisional teaching certificate; b) teachers who had some teaching experience but were returning to the classroom following an extended leave; and c) teachers who were assuming major new substantive assignments as a result of recertification and significantly new teaching assignments. Care was taken to match mentors and inductees with regard to subject and grade level taught, building assignment, and common grounds for affiliation. These mentor and inductee dyads represented all grade levels from kindergarten through grade 12 and included special education and administrators/supervisors.

During the first year of the project over 150 experienced and beginning teachers participated. In the second year, there were over eighty mentors and inductees involved in the project and twenty-five teacher leaders. The third year of the project saw the reduction of participating mentors and inductees to 42. This occurred for two reasons. First, one of the larger, significantly expanding local districts became incorporated and therefore was no longer functioning as a local unit under the Franklin County Department of Education. With this transition the district (Dublin City Schools) advanced its initiative for induction and decided to institutionalize its project immediately to service a growing force of new teachers (over 100 in 1987-88). Second, the remaining four local school districts were addressing budget cuts and reductions in their teaching force.

Mentors served as needed, with many of them assuming this role for all three years of the project. New teachers typically participated for one year--their induction year. From the body of mentors emerged a group of teachers interested in pursuing leadership roles within their districts without entering administration. These twenty-five aspiring experienced teachers became known as the Teacher Leader Cadre (TLC). For the past two years of the project's implementation, this Cadre of teachers has been trained to assume a variety of leadership roles, most explicitly to assist in the institutionalization of induction within the five local districts.

Two major features of our project were to develop inquiring professionals and to document the various types of relationships which occur when teachers engage in collegial activities. The notion of reflectivity is defined as a process of "looking back" upon one's experiences and either using that experience or the experience of another (perhaps a mentor) to make changes in an individual's personal and/or professional life/practice. This theoretical perspective became an undergirding theme for our project. Mentors, inductees and Cadre members involved themselves in completing reflective instruments such as logs, journals, critical event and conference report forms and feedback surveys. In addition, they executed a number of action research projects within their own classrooms and schools based upon a model of practice-centered inquiry defined by Carr and Kemmis (1983). The analysis of the content of these instruments and projects enabled us to document the mentor-inductee relationship and to deduce the types of concerns and/or needs each articulated.

Mentors, inductees and members of the Cadre were provided with graduate level course offerings through The Ohio State University, College of Education. These courses provided training and support for mentor and inductee dyads and leadership opportunities for the Teacher Leader Cadre. Also, Cadre members were invited to attend conferences sponsored by the

Franklin County/OSU Induction project and the Columbus Education Association addressing significant educational issues.

III. Explanation of Outcomes

A. Project Outcomes

Question 1: Is training mentors toward more effective classroom management behaviors to provide assistance to inductees as effective as intervening with inductees directly? (Stallion, 1987)

1. Sample

Thirty-five mentor and inductee dyads at various teaching levels participating in year one of a three year induction project were selected as subjects for the study. The dyads were grouped into two treatment groups and one control group.

2. Methodology

Classroom management intervention training (based upon the Evertson model) was delivered to mentors and inductees in Group 1 and to inductees in Group II with Group III not receiving training for either mentor or inductees. Following the training sessions, observations were made of inductees' classrooms and conference report forms (Appendix B-1) were utilized by mentors and inductees to report information regarding their conferences. A total of 136 classroom observations of inductees' classroom management behaviors, each approximately 40 minutes in length, were conducted. A total of 170 conferences were held by mentors and inductees during the study.

3. Instrumentation

Observers of inductees' classrooms were trained in collecting data on the identified classroom management intervention variables utilizing three instruments. They included classroom rating scales, narrative records, and student engagement ratings (Appendix B-2). The classroom rating scales consisted of a series of 22 Likert-scale items clustered under five domains: instructional management, rules and procedures, meeting student concerns, managing pupil behavior, and student misbehavior. Each teacher was observed on four random occasions utilizing this instrument.

Narrative notes were recorded during each observation to enable the observer to complete the classroom rating scales. They were not used in the analysis of this study, but were enrichment data and verification of any discrepancies in completing the classroom rating scales.

Student engagement ratings were used to record students' behavior during the classroom observations. At ten minute intervals, observers placed each student in the room in one of three categories: definitely on-task, probably on-task, and off-task. A total of three student observations were recorded per teacher during their class period. A score for each category was calculated by dividing the number of students in each category by the total number of students in attendance yielding a percentage of students classified in one of the aforementioned categories.

Conference report forms were used to assess the effects of the classroom management intervention training program on the mentoring relationship of mentor and inductee dyads. This instrument was to determine whether teachers who were paired in experimental groups receiving a program on classroom management training discussed those aspects of the training session to a greater degree than those paired mentor and inductee teachers who did not receive preparation on classroom management strategies.

In the analysis of the data from each instrument, descriptive statistics, ANOVA and Generalizability Theory were used by the researcher.

4. Results/Findings

The following chart is illustrations of the findings. They will be discussed in greater depth and detail in the next sections.

Table 1
Frequencies of Classroom Problems
Discussed During Mentor-Inductee Conferences,
By Groups and Relevance to Classroom Management

Group	Classroom Management		
	Related	Unrelated	Total
I	42	10	52
II	31	10	41
III	27	17	44
Total	100	37	137

Note: Chi-square analysis for Group/Problem association significant at $p \leq .10$

5. Discussion of Results

The statistical analysis of observation instruments indicated that the training did not result in higher classroom rating of teacher behaviors. However, analyses indicated that trained teachers discussed more classroom management problems than untrained teachers (Table 1). The results indicated that mentoring was an effective way to assist beginning teachers during the induction phase of teaching.

6. Implications for Improved Teacher Education

Classroom management and discipline concerns are the most often cited needs of novice teachers as they begin their first year of teaching. Initially, we felt that the most influential means of assisting beginning teachers in this area was through training both the mentor and the inductee, a rather costly and time-consuming endeavor (providing graduate credit and assistance to as many as 75 dyads). Now we realize that training the mentor is as effective as training both the mentor and inductee in conveying information about classroom management strategies. Teacher education programs planning on providing mentoring assistance to their beginning teachers could capitalize on this finding and provide direct instruction to the mentor only. In addition, it would be of assistance for programs to realize that they could train beginning teachers in situ for classroom management problems thus avoiding the feed-forward problem. Therefore, beginning teachers with the support of trained mentors could learn appropriate classroom strategies, thus alleviating the tendency for teacher educators to provide instruction in classroom management before the preservice teacher has had to opportunity to experience specific situations.

Question 2: Do mentor teachers, inductees, and administrator/teacher leaders hold the same perceptions of what leadership characteristics mentors should possess to be effective in their roles? (Gordon, 1986)

1. Sample

The study consisted of three groups: mentor teachers, inductee teachers, and administrator/teacher leaders from various grade levels, all involved in the first year of a three year project to induct new teachers into the profession. Teacher leaders were considered to be the local education association presidents and representatives for the five participating districts.

2. Methodology

The Leader Behavior Description Questionnaire (LBDQ) - Form XII (Appendix B-3) was used as the instrument for gathering data related to leadership. Each participant--mentor, inductee, administrator/teacher leader was given a copy of the instrument to be completed and returned to the researcher. Using the LBDQ, the mentor was to evaluate what a mentor should be; the inductee was to describe the mentor from his/her perspective; and the administrators/teacher leaders were describing why they selected the mentors. The participants' responses were to be based upon their perceived ideas of effective mentors as related to the questionnaire.

3. Instrumentation

Nine dimensions from the LBDQ--Form XII were utilized in providing a framework for the collection of specific items of leader behavior which were later closely examined and evaluated. These dimensions included: representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. Descriptive statistics were utilized in data analysis since the study pertained to a population and not a sample. Identification of the leader behavior of mentor teachers was computed through tabulation of the LBDQ Questionnaire responses for each segment of the population. The mean and standard deviation was computed for each of the subscales to determine if there was a meaningful difference between the three groups (Table 2). A frequency distribution was made for comparisons with the analysis of variance scales. There were individual and group score comparisons and a post hoc test was utilized to pinpoint individual differences.

4. Results/Findings

The following table is illustrative of the findings. They will be discussed in greater depth in the next section.

Table 2

GROUP=INDEPENDENT VARIABLE

THE FRANKLIN COUNTY/OSU INDUCTION

	Administrators (N=21)		Inductees (N=57)		Mentors (N=52)		
Scale	M	SD	M	SD	M	SD	F
Representation	3.65	.44	3.87_a	.56	3.56_b	.59	4.33*
Demand Reconciliation	3.42_a	.57	3.87_b	.68	3.62	.54	4.77*
Tolerance of Uncertainty	3.37	.56	3.69_a	.57	3.42_b	.57	3.99*
Persuasiveness	3.61_a	.38	3.92_b	.53	3.58_a	.51	7.06*
Initiation of Structure	3.60_a	.35	3.93_b	.57	3.72	.51	3.97*
Tolerance of Freedom	3.77	.56	4.02	.52	3.88	.47	2.25
Role Assumption	3.52	.50	3.84	.61	3.67	.48	2.95
Consideration	3.68_a	.42	4.04_b	.53	3.90	.54	3.71*
Production Emphasis	3.25	.30	3.41	.54	3.25	.53	1.46
Predictive Accuracy	3.57	.42	3.84_a	.58	3.60_b	.48	3.77*
Integration	3.79	.41	3.91	.65	3.66	.60	2.20
Superior Orientation	3.66	.46	3.94	.49	3.74	.45	3.72

a) * $p < .05$ - The F ratio has been found significant
b) ab: $p < .05$ Tukey - means with different letter are significantly different from each other.
c) Group=Independent Variable
d) Post hoc (Tukey) - Pinpoints individual differences.
e) Post hoc (Scheffē) - Provides a more liberal interpretation of F. Also, it is used to verify or reject the Tukey findings.

5. Discussion of Results

Representation suggests that the mentor speaks and acts as a representative of the group. The inductees placed greater emphasis on the mentor speaking and acting for the group than did the mentors. There was not a significant difference between inductees and administrators or between administrators and mentors. Demand reconciliation suggests the mentor can resolve conflicting demands and reduce disorder to the system. The inductees perceived the characteristic of demand reconciliation as reflective of effective mentor teachers. Administrator/teacher leaders did not see this as reflective of mentor teachers. Inductees viewed effective mentors as having the ability to tolerate uncertainty and postponement without anxiety or being upset. The mentor teachers did not view these characteristics as important to effective mentoring. Inductees believed that an effective mentor uses persuasion and argument effectively and exhibits strong convictions. Administrators and mentors did not place the emphasis on this leadership characteristic as did the inductees. Inductees perceived mentors to be effective when role definition was clearly defined and when the mentor let followers know what was expected. Administrators and mentors did not hold the same perception. All three groups perceived that tolerance of freedom was reflective of effective leadership in mentors. The participants perceived that mentors should allow followers scope (freedom to initiate, decide and act) for initiative, decision, and action. There was general agreement among the members in the group that an effective mentor actively exercises the leadership role rather than surrendering leadership to others. Inductees also viewed mentor teachers as more effective leaders when they regarded the comfort, well being, status, and contribution of followers. All members of the group perceived leadership characteristics of mentor teachers that do not apply pressure for productive output as being effective. However, inductees received effective leadership from mentors when they exhibited foresight and ability to predict outcomes accurately. Mentors and administrators did not hold this same perception. Each group perceived mentors as having the leadership characteristics to maintain a closely knit organization, and one that resolves intermember conflicts. The tests also indicated significance in all three groups that effective mentors reveal leadership characteristics, that cordial relations be maintained with supervisors, and that effective mentors are striving for higher status.

6. Implications for Improving Teacher Education

Teacher educators assisting new teachers in the profession would be well-advised to realize that inductees perceive the importance of certain leadership characteristics of mentors differently than experienced teachers and administrator/teacher leaders. Teacher educators would need to determine whose set of criteria they would utilize in developing mentoring relationships--the inductees', administrators', or practicing teachers'.

There is an implication which suggests that administrators/teacher leaders choose mentor teachers who hold similar philosophical tenets of education and not necessarily those whose abilities suggest that they would be effective leaders. This would be a caution to teacher educators developing an induction program with a collaborative school district. Who chooses the mentors and for what reasons should be addressed by both the teacher education institution and the cooperating school system.

Question 3: What is the nature of curriculum decision-making in the classrooms of entry-year teachers? (Weisz, 1988)

1. Sample

Two inductee teachers participating in the mentor-inductee project were subjects in this observational case study. One was a first grade teacher and one was an elementary teacher of the developmentally handicapped (DH).

2. Methodology

Qualitative research was the methodology selected for this study; therefore data were collected through contact with people in settings with the researcher functioning as the key data collection instrument. Sustained observation was undertaken in order to help determine just how the inductee teachers' plans and decisions about curriculum were acted out in the classroom.

After gaining entry, the general school environment was observed first. Then the two classrooms were examined holistically and finally, the specific teacher became the focus of the research. One teacher was observed for 30 days and the other for 29 days, each for approximately three hours per day.

During the sixth week of observation, the researcher spent the entire day in the setting for the entire week and open-ended interviews with inductee teachers, mentor teachers, and principals were conducted. Field notes were taken continually and audio taping was also conducted at the field site as a backup to the field notes.

Interviews conducted with inductee teachers and mentors were used to gain more information about teacher planning, the implementation of those plans in the classroom, and the role of the Induction Project in planning and curricular issues. Inductee teachers' lesson plans were examined in light of the field notes to determine how they were recorded and what they contained. Students' work and other artifacts related to curriculum were also examined and teachers were asked to record a random tracing of their decision making while planning for a week of teaching in a "think-aloud" activity.

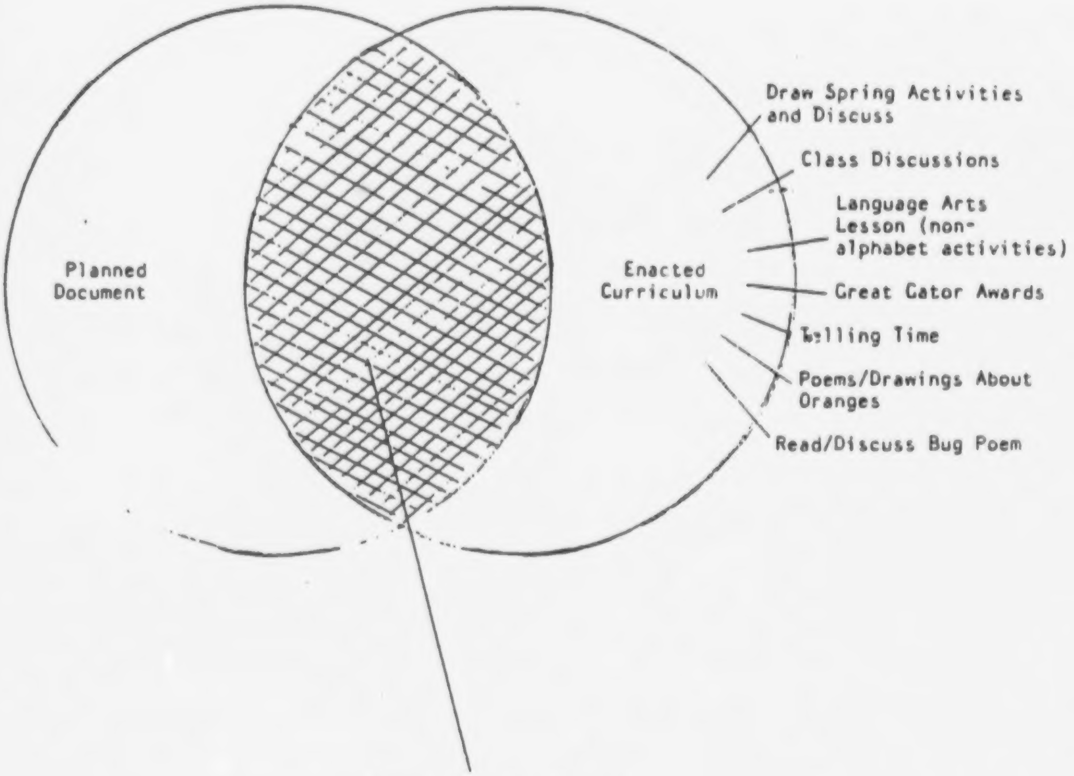
3. Instrumentation

Three spheres of the curriculum were explored to make the elements and the relationship among them visible. The official policy document was the district level curriculum document which teachers were provided. The planned document was the teachers' own plan, or map for what was intended to be accomplished in the classroom. The enacted curriculum was what was observed, or the activities which actually occurred.

The researcher spent time in the classrooms to observe curriculum in situ and thus was the instrument through which data were collected, analyzed and interpreted. A social history of the entire project was kept by the researcher, in order to document her own decision making in regard to methodology and insights gained.

4. Results/Findings

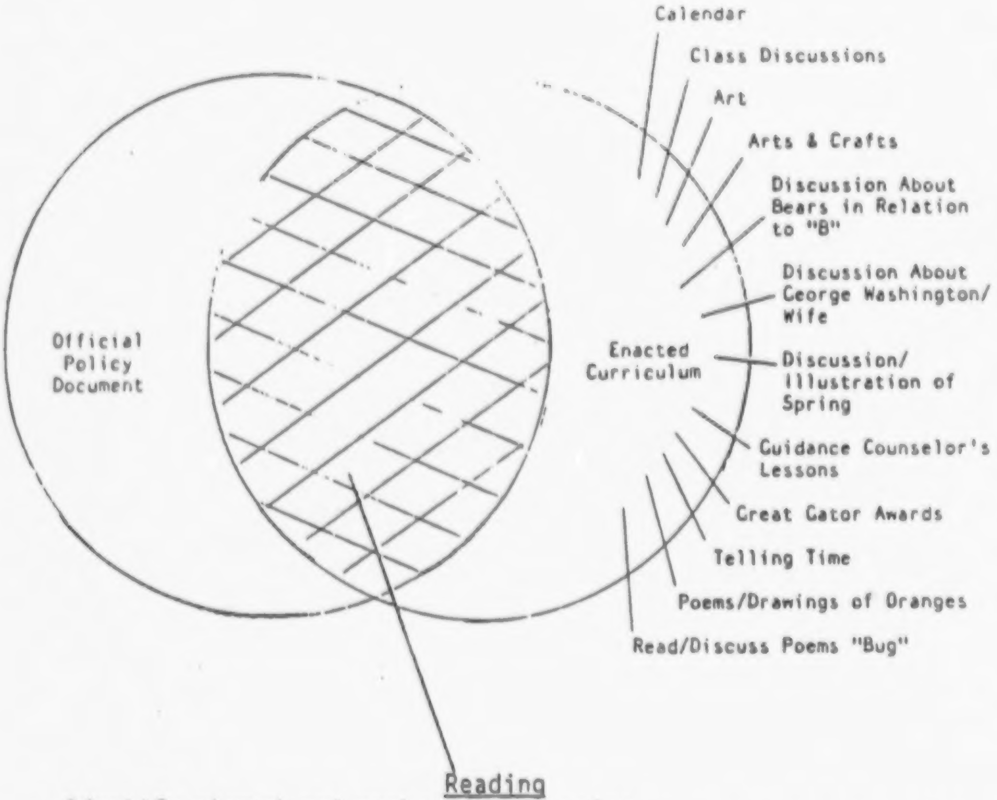
The following figures are illustrative of the findings. They will be discussed in greater detail in the following section.


Planned Document
Enacted Curriculum
Draw Spring Activities and Discuss
Class Discussions
Language Arts Lesson (non-alphabet activities)
Great Gator Awards
Telling Time
Poems/Drawings About Oranges
Read/Discuss Bug Poem

Opening Activities
Calendar Activity
Language Arts Lesson (letters of the alphabet)
Library
Guidance Counselor
Snack
Restroom/Drinks
Directions for Folders
Reading Groups
Math Groups
Lunch
Back to Room
Specials
Art
Arts and Crafts
Circus

Figure 4

A Comparison of the DH Teacher's Planned Document and Enacted Curriculum During Days Observed


Calendar
Class Discussions
Art
Arts & Crafts
Discussion About Bears in Relation to "B"
Discussion About George Washington/ Wife
Official Policy Document
Enacted Curriculum
Discussion/ Illustration of Spring
Guidance Counselor's Lessons
Great Gator Awards
Telling Time
Poems/Drawings of Oranges
Read/Discuss Poems "Bug"

Reading

- -- Identify rhymed and unrhymed word pairs
- -- Improve reading readiness skills from present level (alphabet)
- -- Improve vocabulary development from present level of pre-primer
- -- Read words from a selected pre-primer reading program
- -- Retell a story and answer questions

Writing

- -- Copy words from board and desk correctly
- -- Form and space letters, words and umbers correctly and legibly
- -- Write simple sentences from own experience

Math

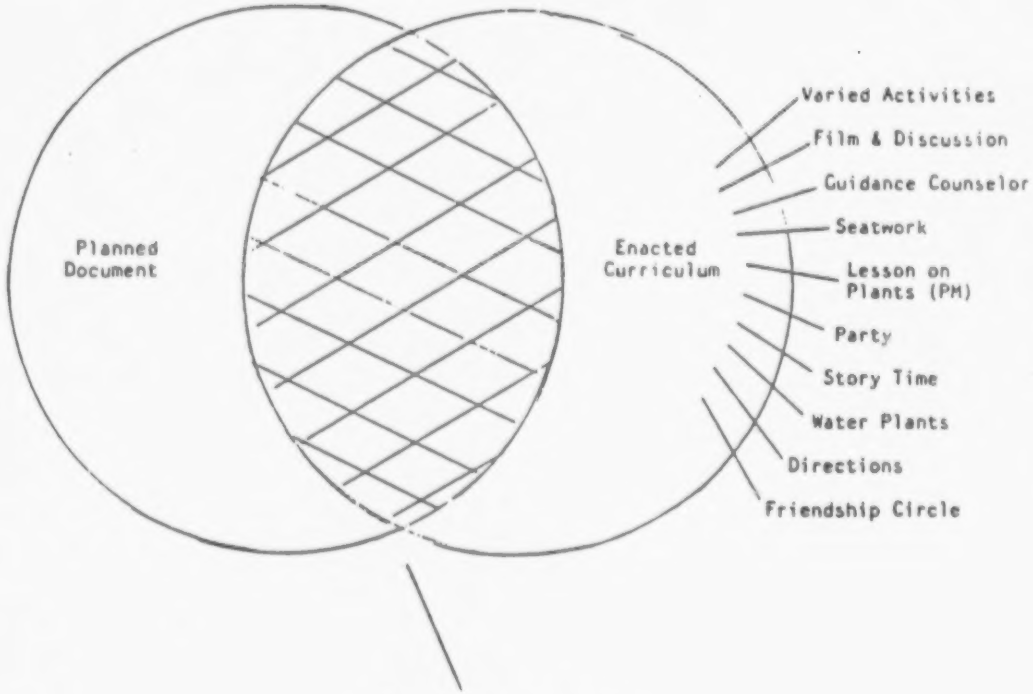
- -- Recognize numbers 1-50
- -- Count to 100
- -- Identify coins
- -- Tell value of coins
- -- Identify time concepts of clock, calendar
- -- Add basic facts to 10
- -- Subtract basic facts from 10

Fine Motor Skills

- -- Improve fine motor skills through daily activities

Figure 3

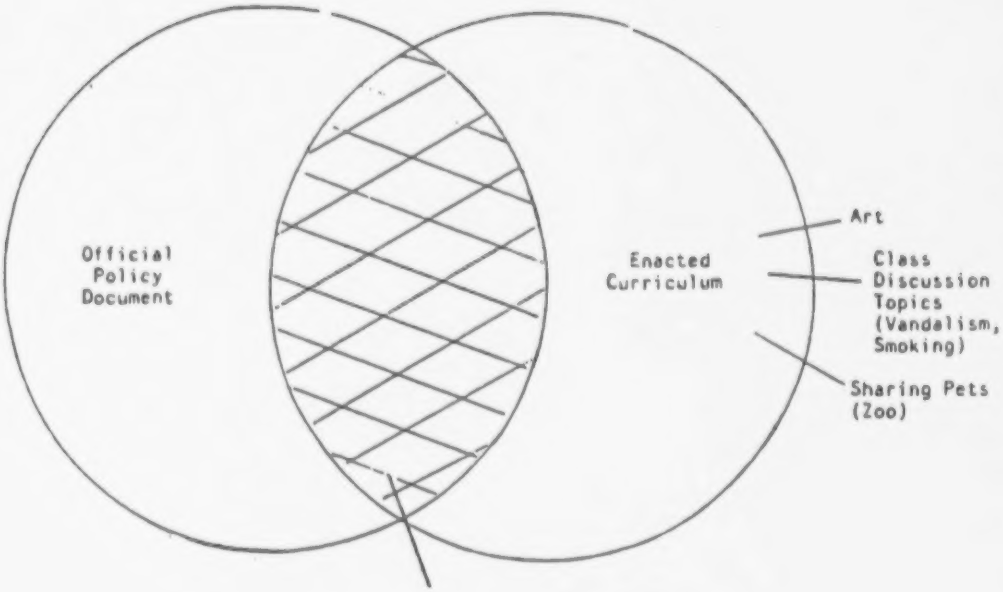
A Comparison of the DH Teacher's Official Policy Document and Enacted Curriculum During Days Observed


Planned Document
Enacted Curriculum
Varied Activities
Film & Discussion
Guidance Counselor
Seatwork
Lesson on Plants (PM)
Party
Story Time
Water Plants
Directions
Friendship Circle

Opening Activities
Snack & Lunch Count
Announcements/Pledge
Restroom/Drinks
Testing
Workshop Directions & Workshop
Reading Groups (3)
Snack
Phonics
Sharing
Weekly Reader
Recess
Lunch
Indoor Recess
Spelling
Math
Art
Restroom/Drinks
Varied Activities (PM)

Figure 2

A Comparison of the First Grade Teacher's Planned Document and Enacted Curriculum During Days Observed


Official Policy Document
Enacted Curriculum
Art
Class Discussion Topics (Vandalism, Smoking)
Sharing Pets (Zoo)

Reading

The student will develop a reading vocabulary
Demonstration of comprehension skills
Students will develop ability to utilize reading for enjoyment

Language Arts

The student will be able to write legibly
The student will develop ability to speak, listen and respond to oral language
The student will develop ability to use the grammatical structure of the language

Science

Unit on plants

History

Pledge of Allegiance, "freedom," decision making process
Career education

Math

The student will demonstrate an understanding of whole numbers and operations involving them

Figure 1

A Comparison of the First Grade Teacher's Official Policy Document and Enacted Curriculum During Days Observed

5. Discussion of Results

Five types of curriculum were found to be in existence in the two classrooms: overt, hidden, social, masked, and unofficial or teacher constructed. In both classrooms the enacted curriculum included all that was in the planned document and official policy document and went beyond it when examining only discrete skills and types and number of activities (Figures 1-4). Therefore a close relationship was found between the documents and what was enacted in the classroom.

In a broader view, the teachers' enacted curriculum contained more information and meanings than were included in the planned and official documents. The documents did not reflect the richness of the enacted curriculum, and were reduced to sets of activities or agendas for "doing."

The two teachers' planned documents and official policy documents served only as skeletons for what occurred in the classroom. In the DH classroom, it was found that the official document was individualized yet there was a group orientation to instruction. There was a gap between the inductee teachers' planned documents and enacted curriculum and official policy documents and enacted curriculum.

6. Implications for Improving Teacher Education

Teacher educators who prepare teachers in the areas of curriculum development and design need to include all types of curriculum in their syllabi: overt, hidden, social, masked, and unofficial or teacher constructed. Although much emphasis is placed upon planned and policy documents, these instruments perform only the duty of a skeleton for that which occurs in the classroom. How teachers enacted the curriculum is often more important than what is reflected in these documents.

Preservice teachers can be taught to be more reflective about their curriculum decisions, thus making their decisions more relevant and more meaningful for their practice.

Question 4: Do programs which are designed to prepare mentor teachers for leadership roles positively effect their professional knowledge capabilities? (Rowley, in press)

1. Sample

The experimental group consisted of twenty-five experienced teachers in four Franklin County Local School districts involved in an induction project. The control group involved twenty experienced teachers from the same four local districts who were serving as mentors in the induction project.

2. Methodology

The subjects for the experimental group were self selected by enrolling in a graduate level course the Preparation for Teacher Leadership (PTL workshop) meeting once a week for one quarter for three credit hours which became the means for intervention. The control group did not receive the intervention training of the workshop. Both the control and the experimental groups were given a pretest prior to intervention entitled the Teacher Leader Knowledge Test. At the completion of the intervention program, both the control and the experimental groups were given this inventory as a posttest.

3. Instrumentation

A Teacher/Leader Guidebook (Appendix B-4) containing background readings and activities was developed to serve as the basic text for the PTL workshop. The Teacher Leader Knowledge Test (Appendix B-5) is a forty-item, multiple choice test designed to measure the professional understandings of prospective mentor teachers across the five domains of knowledge: district needs, psychological support, classroom processes, observation and conferencing, and reflection related to the effective practice of teacher leadership in a mentoring relationship with an inductee teacher.

Internal consistency was determined for the knowledge test through a pilot process used with twenty-five classroom teachers from four Franklin County Local Schools not involved in this study. Mean scores for the test were computed for both the experimental and control groups and a T test was conducted on the scores as a measure of significant difference.

4. Results/Findings

The following table is illustrative of the findings from this study. They will be discussed in greater detail in the following section .

Table 3
Comparison of Gain Scores for
Group I and Group II on
The Teacher Leader Knowledge Test

	Mean Gain Score	Standard Deviation
Group I	16.07	3.74
Group II	4.00	2.66

results of t test comparing above scores:
$t = 14.91$, $df = 61$, $p < :0001$

5. Discussion of Results

A T test was conducted on the pretest scores as a measure of significant difference. The resulting T value indicated no significant statistical difference between the experimental and control groups on the pretest scores. Ten weeks later, following the intervention, the same test was administered to the same two groups as a posttest measure. A statistical analysis of gain scores for each group indicated a highly significant statistical difference between the mean gains of the experimental group when compared to the mean gains of the control group (Table 3). Therefore, it was determined that the PTL workshop helped prospective mentor teachers acquire the professional knowledge necessary for the effective mentoring of beginning teachers.

6. Implications for Improving Teacher Education

If teacher education programs are involved in collaborative efforts with a local district(s), they would be able to impart certain knowledge and competencies to their prospective mentors of beginning teachers through a training workshop for as short a period of time as one quarter (10 weeks). Indeed, experienced teachers were capable of being trained in the five knowledge bases which undergirded the Franklin County/OSU Induction project in order for them to be effective mentors in a mentor-inductee program.

Question 5: Is it possible to differentiate and measure mentor teacher attitudes toward conceptions of teaching competence? (Rowley, in press)

1. Sample

The experimental group consisted of twenty-five experienced teachers in four Franklin County Local School districts involved in the Induction Project. Two control groups consisted of one group of teachers enrolled in another off-campus course, and a second group of beginning teachers participating in a special Ohio State University campus course.

2. Methodology

An instrument entitled the Professional Dispositions Inventory (Appendix B-6) was given to all three groups as a posttest measure only after the experimental group had received training in the PTL workshop.

3. Instrumentation

The Professional Dispositions Inventory is a forty item, modified Likert Scale instrument designed to measure the relative strengths of a teacher's technical, personal, clinical, and critical dispositions toward professional practice. In order to avoid the internal validity threat of testing, the dispositions inventory was given only as a posttest.

The results of the inventory were statistically analyzed employing one way Analysis of Variance. An appropriate post hoc analysis was conducted on the inventory to determine the nature of the within and between group differences for the three groups. In addition, a factor analysis of the data was conducted employing age, teaching experience, and grade level assignments as an hypothesized variable affecting professional disposition.

4. Results/Findings

The charts and tables in this section are illustrative of the findings of this study. They will be discussed in greater depth in the next section .

Table 4
Subscale Means for
Groups I, II, and III
on The Professional Attitudes Inventory

Attitude	Group I	Group II	Group III	Mean
Technical	4.90	5.20	5.30	5.20
Clinical	7.30	5.90	6.40	6.50
Personal	9.00	10.00	9.20	9.40
Critical	2.60	2.80	3.2	2.90

5. Discussion of Results

The statistical analysis revealed no significant difference among the three gorups on the four subscale scores in the areas of technical, clinical, personal, and critical competence (Table 4). Based upon the statistical analysis of the Professional Attitudes Inventory, teachers in all three groups were, regardless of years of teaching experience, remarkably alike when compared on the relative strengths of their technical, clinical, personal, and critical attitudes toward their professional practice.

6. Implications for Improving Teacher Education

It is possible to measure teacher attitudes toward teaching competence. Teacher educators could use this knowledge in the selection and preservice training processes for teacher education.

However, we cannot determine conclusively whether we can change those attitudes and whether those attitudes as determined by the inventory impact upon the ability of a preservice teacher to be a successful inservice teacher.

Question 6: What are the concerns of beginning teachers and mentor teachers as measured behaviorally with a BARS assessment? (Stallion, 1987)

1. Sample

   A group of 65 beginning teachers and a group of 66 experienced mentor teachers participating in the induction project from the five Franklin County Local School districts participated in the assessment.

2. Methodology

   A needs assessment for beginning teachers and a needs assessment for mentor teachers (Appendix B-7) were developed. These instruments were employed during the first year of the Induction Project as a pretest and were administered to mentors and inductees prior to the induction project intervention. At the end of the first year, following the induction intervention, a posttest test was given to the two groups.

   Respondents were asked to rate not only their conception of their performance against specific behavioral items, but also their ultimate desire for improvement in those areas, enabling us to identify the degree of the gap between the behavior they believed they actually exhibited and the behavior they would ideally like to exhibit.

3. Instrumentation

The needs assessment instrument was developed for both mentors and inductees in order to determine the salient needs of beginning teachers and to describe the service needs of mentor teachers. The developmental frameworks proposed by Veenman (1984) and the concerns most frequently cited in the Loadman (1983) studies were used to formulate the behaviorally anchored ratings scale (BARS, Witkin, 1984) that constituted the design for the data collection. Concerns were rank-ordered based upon the highest to the lowest mean score for each item. From that analysis, the top ten concerns/problems of mentor teachers and beginning teachers were determined.

4. Results/Findings

The following two tables are illustrative of the findings from this assessment instrument. Their meaning will be more clearly explicated in the next section.

Table 5

Summary of the Results:

The 10 Most Frequently Perceived Problems of Beginning Teachers

Rank Order	Question No.	Problems	Mean
1	2	Knowledge of Instructional Resources and Materials	1.92
2	4	Classroom Discipline Strategies	1.80
3	19	Classroom Management Organization	1.72
4	8	Inadequate Guidance and Support	1.65
5	10	Heavy Teaching Load	1.64
6	18	Principals and Administrator Relationships	1.54
7	13	Classroom Discipline Rules	1.48
8	5	Insufficient Materials and Supplies	1.44
9	11	Parent Relationships	1.36
10	3	Motivating Students	1.35

N=65

Table 6

Summary of the Results:

The 10 Most Frequently Perceived Service Needs of Mentor Teachers

Rank	Question No.	Service Needs	Mean
1	7	Teaching Strategies	2.20
2	4	Teacher Mentor Dialogue	1.34
3	24	Sharing Motivational Techniques	1.20
4	18	Discipline Techniques of Beginning Teachers	1.19
5	2	Guidance and Support	1.16
6	11	Planning Lessons	1.15
7	23	Time Management Skills	1.13
8	19	Awareness of School Policies and Procedures	1.00
9	8	Beginning Teacher/ Student Interactions	.93
10	9	Beginning Mentor Teacher Rapport	.92

N=66

5. Discussion of Results

The results of the pre and post needs assessment indicated that both inductees and mentors continued to sustain as high priorities the same items, in both the pre and post assessment, although the degrees of movement toward an ideal status were positively affected as a result of the induction year project.

A rank ordering of the ten most frequently perceived problems of beginning teachers in the preassessment is exhibited in Table 5. A summary of results of the needs of mentor teachers in order to improve their skills in advising and assisting inductee teachers is noted in Table 6. The results of these needs assessments indicate that classroom management, including classroom organization, discipline and rules are concerns of both beginning and mentor teachers. The identification of these concerns helped us formulate the program agenda for the 1985-86 year and were used to reflect our continued interest in classroom management techniques as a significant knowledge base for continued focus in the following two implementation years.

6. Implications for Improving Teacher Education

Two important implications can be noted through the use of this BARS assessment. First, the development of such an instrument has already proven helpful to many others in the field of teacher education. We have received requests for the instrument almost on a monthly basis. Preservice teacher education programs can utilize this instrument in order to assess the needs of their preservice teachers prior to student teaching, during student teaching, and during inservice, if necessary.

Second, the results of such an instrument can assist teacher educators in developing programs to meet the needs and concerns of their beginning teachers prior to the reality shock of the classroom. Higher education curriculum can be developed and opportunities for observation can be made available to preservice teachers in order to assist them in making the transition from student to practitioner.

In addition, those in teacher education or other fields who are interested in discerning the needs of experienced, inservice teachers could use the assessment. The needs of inservice teachers wishing to serve as mentors must be equally addressed along side the needs of inductees. The BARS instrument provides the means by which a program developer could plan training for inservice teachers.

Question 7: When guided toward methods of becoming reflective practitioners, what is the substance of both mentor and inductee reflective capabilities?

1. Sample

Eighteen experienced teachers serving as mentors and twenty-two beginning teachers participating in the first year of the Induction Project completed Critical Event Forms (Appendix B-8) as a form of reflectivity.

2. Methodology

As part of a graduate course requirement, mentors and inductees were requested to complete a set of Critical Event Forms as events occurred throughout the course of the first year of the Induction

Project. At the end of the year, the forms were collected and analyzed. Twenty-two beginning teachers completed 172 Critical Event Forms, approximately eight per person, during the first year of the project. Eighteen mentors completed a total of 148 Critical Event Forms during the initial project year.

3. Instrumentation

The Critical Event Form is an instrument utilized in this study to determine those events which mentors and inductees consider significant to write about on a daily, weekly, and/or monthly basis. The form asks respondents to describe events related to their concerns or problems as a mentor or beginning teacher which have had a significant impact upon them.

There are three components to completing a Critical Event Form. First, teachers were to describe the factual circumstances and behaviors of the event. Second, they were asked to state their feelings and thoughts regarding the event. Last, an overall conclusion resulting from the event was elicited.

Since such data were qualitatively analyzed, the categories for both mentors and inductees were allowed to emerge from the data through the constant comparative analysis of each form. Categories and subcategories began to be realized as beginning teachers shared their insights about being a new teacher and as mentor teachers shared their thoughts about mentoring, teaching, and collegiality.

4. Results/Findings

The following two tables are illustrative of the findings discerned from the critical event forms of the beginning teachers and mentor teachers involved in this induction project. Descriptors for each topic can be found in Appendix B-15.

Table 7

Needs/Concerns of Beginning Teachers (Categories A, B, and C)
Identified from Critical Event Forms

Needs/Concerns	Category A	B	C	Number of Events Percentage
Individual Student Concerns	20	7	5	19%
Discipline	15	1	6	13%
Staff Relations	13		5	10%
Classroom Management	11		2	8%
Parent/Teacher/School Relations	7		7	8%
Instructional Concerns	8	1	1	6%
Student Relationships	6		2	5%
Student Motivation	6	1		4%
Personal Needs of Teacher	6		1	4%
Administrative Relations	3		4	4%
Building/District Procedures	5		1	3%
Building/Community Activities	4		1	3%
Child Welfare	3		1	2%
**Curriculum Concerns	1	3		2%
**Instructional Management	3			2%

Needs/Concerns	Category	A	B	C	Number of Events Percentage
Teacher Evaluation		3			2%
Mainstreaming		4			2%
**Time Management				1	1%
**Students' Attitudes		2			1%
**Materials		2			1%

Categories of Inductees:

A. New teachers to the profession
B. Teachers returning from extended professional leave
C. Teachers transferring from within district, from other districts; grade level, subject level

Number of teachers in each category:

A.	16
B.	1
C.	5
Total	22

N=22

Total number of critical events: 172

**Indicates those topics only mentioned by inductees

Percentage is calculated based upon the number of events under each topic and divided by the total number of events--172

Table 8

Needs/Concerns of Mentors
Identified through Critical Event Forms

N=18 mentor teachers

148 total completed critical event forms

Category I

A. Mentors who reflected upon inductee's problems, induction in general, mentoring, and/or the induction program

	Percentage
Mentor and inductee interrelationships	3%
Mentor reflection about her role	3%
Mentor reflection on inductee-positive	2%
Mentor reflection on the needs of beginning teachers	1%
Mentor reflection on induction and/or project	1%

B. Mentor and inductee sharing the same concern/ideas

Student attendance	2%
Student achievement	2%
Student motivation	2%
Student relations	2%
Professional development	2%
Staff relations	1%
Instruction	1%
Administration	1%
Lunch Supervision	1%
Grading	1%
Working together to complete a project	1%

Category II

Mentors reflecting upon their own teaching, their personal concerns, and/or other areas of school life. There is no mention of mentoring, induction, or inductee.

	Percentage
Discipline	14%
Individual student concerns	9%
*Instruction	7%
Staff Relations	5%
Parent/Teacher/School Relationships	4%
Instructional Concerns	4%
Administrative Relationships	3%
Personal Needs of Teacher	2%
Student Motivation	2%
Student Relationships	2%
Building/District Procedures	2%
Building/Community Activities	2%
*University student observer/student teachers	2%
Mainstreaming	2%
Child welfare	2%
*School recognition	1%
*Student safety	1%
*Teacher/district relations	1%
*Student placement	1%
*Staff communication	1%

	Percentage
Subject matter concern	1%
Staff development	1%

*Indicates those topics mentioned only by mentors.

Percentage is calculated based upon the number of events identified in each topic divided by the total number of events--148.

5. Discussion of Results

Inductees new to the profession (Category A) expressed the most concern with Classroom Management/Discipline and the second most concern with Individual Student Concerns (see Appendix B-15 for descriptors). Inductees returning from an extended leave of absence (Category B) indicated the most concern with Individual Student Concerns and Curriculum Concerns as second. Inductee teachers transferring from one building or grade level to another (Category C) expressed concern with Classroom Management/Discipline first and were concerned equally about Individual Student Concerns and Parent/Teacher/School Relations (Table 7).

The analysis of the mentor Critical Event Forms (see Table 8) was more complicated. Two major categories emerged from the mentor responses. The first involved responses where mentors shared feelings and insights about mentoring, induction, the induction process, and shared feelings with inductees about particular issues. Thirty-five percent of the Critical Event Forms fell into this category. The second category involved responses which did not mention the inductee, mentoring, the induction program or anything related to these topics. In this category mentors addressed their own concerns or their own problems with teaching, school, personal life, etc. Sixty-five percent of the Critical Event Forms fell into this category.

Mentors shared concerns in the areas of school recognition, student safety, teacher/district relationships, student placement, university student observer, staff communication, subject matter concern, professional development and instruction which inductees did not mention in their Critical Event Forms; whereas inductees mentioned the topics of curriculum concerns, materials, instructional management, students' attitudes, and time management which were not included in the mentor's topics of concern. Individual student concerns and discipline/classroom management were the two topics most often reflected upon by mentors on Critical Event Forms. This was also true when all three categories of inductees were placed together.

There were differences in the way the mentors and inductees reacted to the form. Mentor's responses were more convoluted, abstract and it was more difficult to pinpoint their exact concerns. In fact, instead of being stated as concerns, they were more like issues. Mentors seemed to "talk" to the researcher in their writings, while inductees' responses appeared to be personal, almost diary-like in their wording.

Although mentors seemed concerned about issues, they did not seem to be panicked. They appeared to have an intuitive feel for what they should and shouldn't do in certain situations. Often, it appeared that they solved their problem just by writing about it. Mentors did not make negative or denigrating remarks about their inductees, nor did they mention any personal problems they were having with inductees. However, two inductees, one from Category A and one in Category C, mentioned problems they were having with their mentors.

6. Implications for Improving Teacher Education

Several implications can be gleaned from these data. First, it should be useful for teacher educators to know that teachers' discomfort in dealing with concerns such as classroom management, discipline, and parents do not subside with experience. This also implies that perhaps preservice programs are not addressing these issues in a manner which teachers find helpful. Preservice programs which attempt to provide "cookbook" style recipes for managing a classroom of 25-30 students may find their teachers disgruntled and forever frustrated because "recipes" do not seem to work in every situation.

Teachers are also faced with individual student concerns such as absenteeism, tardiness, lying, cutting classes. They must deal with issues such as the death of a child's parent, student drug abuse, and a child's personal hygiene. Perhaps there are no "pat" answers to assist teachers in dealing with these problems, but having a mentor with whom a person can talk and share experiences appeared to help not only the inductee, but the mentor. Some mentors found their inductees faced with problems that they (mentors) had never experienced, thus the process of mentoring was a learning experience for the veteran teacher as well. Teacher educators should be concerned that neither mentors nor inductees mentioned with regularity their own individual professional development. Those who did address going to meetings or workshops shared how helpful such experiences were, but did not note that they felt it was important to continue these sessions.

Question 8: What is the nature of mentor and inductee conferencing capabilities which allow them to discuss mutual and highly individualized concerns about specific topics?

1. Sample

Thirty-four beginning teachers and thirty-seven experienced teachers serving as mentors completed Conference Report Forms (Appendix B-1) as an instrument to ascertain their conferencing capabilities and as a form of reflection.

2. Methodology

Mentors and inductees were required through course offerings to complete a number of Conference Report Forms during the first year of the Induction Project. These forms were to assist the dyads in describing the nature of the conferencing process between the mentor and the inductee. Generally, teacher mentors and inductees completed seven to eight Conference Report Forms a piece.

3. Instrumentation

The Conference Report Form was utilized in this study as an instrument enabling mentors and inductees to reflect upon their conferences and as a means for the dyads to document their conferencing capabilities. Thirty-seven mentors completed a total of 280 report forms and thirty-four inductees completed a total of 238 report forms.

The form had two main sections. The first was characterized by three questions which were to be addressed by both the mentor and inductee.

1. What problem or concern did you discuss?
2. What strategies were proposed for resolving the problem/concern?
3. What were your general reactions to the conference?

The second section was a force-field analysis whereby participants listed the forces for resolving and the forces against resolving the problem/concern.

Since this question was answered with qualitative data, each conference report form was read and the categories and topics emerged from the data. Utilizing the constant comparative method of analysis, problems/concerns addressed in each of the report forms were either categorized under an existing topic or a new topic was devised. As well, topics initially generated but for which no sustaining evidence continued for keeping the category were subsequently deleted.

4. Results/Findings

The following two tables are illustrative of the findings from the analysis of the conference report forms completed by mentor teachers and beginning teachers involved in the Induction Project.

Table 9

Problems/Concerns of Inductees
as Identified by Conference Report Forms

N=34
238 completed Conference Report Forms

		Number of Concerns			
Topic	Category	A	B	C	Percentage
Instructional Concerns		15	2	13	13%
Building/District Procedures		18	3	8	12%
Individual Student Concerns		16		8	10%
Classroom Management		14	2	7	10%
Staff Relations		7	4	6	7%
Discipline		7	1	7	6%
Instructional Management		7	1	6	6%
Student Motivation		7	1	5	5%
Personal Needs of Teacher		4	2	6	5%
Curriculum Concerns		3	1	6	4%
Materials		5	1	4	4%
Parent/Teacher/School Relationships		3		7	4%
Subject Matter Concerns		3	1	6	4%
Student Evaluation/Grading		3	1	3	3%
Building Maintenance Concerns		5			2%
Child Welfare		2			1%
Professional Development			1	1	1%
Teacher Evaluation			1	2	1%
Administrative Relations				3	1%

Category
A--Beginning teachers new to the profession
B--Teachers returning from an extended leave of absence
C--Teachers transferring from one building, district or grade level to another

Table 10

Concerns/Problems of Mentors as Identified by Conference Report Forms

N=37 mentor teachers

280 total Conference Report Forms analyzed

Category I: Mentors and inductees clearly discussed the concern of the inductee (118 forms with this topic or 48% of total).

Topic	Percentage
*Discipline	13%
Subject Matter Concerns	9%
*Personal Needs of Teacher	9%
Parent/Teacher/School Relationships	7%
Student Evaluation/Grading	7%
*Materials	6%
*Staff Relations	6%
*Instructional Management	5%
Instructional Concerns	5%
Professional Development	3%
Curriculum Concerns	3%
*Testing	3%
Classroom Management	3%
Staff Communication	3%
Building/District Procedures	3%
Individual Student Concerns	3%
Student Motivation	3%
Building/Community Activities	2%
Student Placement	2%
Administrative Relations	1%
Time Management	1%
Building Maintenance Concerns	1%
Teacher Evaluation	1%

*Indicates those topics which were common across all four categories

Category II: The mentor and inductee shared the same concern (74 forms fell within this category or 26% of the total).

Topic	Percentage
Instructional Concerns	14%
Classroom Management	14%
Subject Matter Concerns	14%

Topic	Percentage
Staff Relations	12%
Instructional Management	8%
Building/Community Activities	5%
Personal Needs of Teachers	5%
Materials	5%
Student Motivation	5%
Discipline	5%
Curriculum Concerns	4%
Parent/Teacher/School Relationships	3%
Individual Student Concerns	3%
Building/District Procedures	3%
Building Maintenance Concerns	3%
Professional Development	3%
Testing	1%
Staff Communication	1%
Student Relationships	1%
Student Evaluation/Grading	1%
Child Welfare	1%

Category III: Mentors discussed a concern relevant to the mentor only (28 forms fell within this category or 1% of the total number of conference report forms).

Topic	Percentage
Personal Needs of Teacher	37%
Staff Relations	24%
Building Maintenance Concerns	8%
Mentor Concern about Inductee	8%
Individual Student Concerns	8%
Administrative Relations	5%
Instructional Management	3%
Materials	3%
Professional Development	3%
Discipline	3%

Category IV: Unclear as to whether the concern was that of the mentor or the inductee (this accounted for 49 of the forms or 18% of the total).

Topic	Percentage
Classroom Management	18%
Individual Student Concerns	14%
Instructional Management	12%
Materials	10%
Staff Relations	8%
Discipline	8%

Topic	Percentage
Subject Matter Concerns	6%
Instructional Concerns	4%
Time Management	4%
Home/School/Teacher Relationships	2%
Child Welfare	2%
Student Motivation	2%
Staff Communication	2%
Personal Needs of Teacher	2%
Student Evaluation/Grading	2%
Curriculum Concerns	2%

5. Discussion of Results

A total of thirty-four beginning teachers completed 238 Conference Report Forms throughout the first year of the Induction Project. The most mentioned topic of concern by inductees was instructional concerns (Table 9) followed by building/district procedures (see Appendix B-15 for descriptors). Inductee responses to the three questions were short and to the point, whereas mentors responded in more lengthy, explanatory narratives.

On the Conference Report Forms, inductees often mentioned how helpful their mentor had been in assisting them with solving their problems. Both mentors and inductees provided a variety and range of strategies for solving problems. In once instance where the inductee was having problems with the building administrator, the mentor interceded for the novitiate and assisted the inductee in establishing a better relationship with the principal.

Thirty-seven mentors completed a total of 280 Conference Report Forms throughout the first year of the project. As the data emerged from the forms, four major categories of themes developed (Table 10). They included:

1. Mentor and inductee clearly discussed the inductee's problem.
2. The mentor and inductee shared the same concern.
3. The mentor clearly addressed his/her own concern.
4. Unclear as to whether the concern addressed was that of the mentor or the inductee.

Five topics were evident across all four categories. They included discipline, instructional management, staff relations, personal needs of teachers, and materials. Four areas were the highest in percentage across all four categories, including personal needs of teachers (11% of the total), staff relations (10%), subject matter concerns (9%), and discipline (8%).

Two of the Conference Report Forms did not fit any of the four categories. One addressed the effectiveness of a speaker during an Induction Project workshop. The second was a negative reaction by an inductee concerning the presentation by a professor on inquiry. In this second situation, the mentor indicated how badly she felt because she was a member of the planning committee and had assisted in developing the program.

6. Implications for Improving Teacher Education

Insights shared on Conference Report Forms provided information about the the process of conferencing between mentor and inductee dyads. They provided a vehicle through which each member of the dyad was able to explore concerns/needs/problems and the forms established a means to express frustration and sometimes anger. Teacher educators would be well-advised to consider using this instrument in their student teacher/cooperating teacher relationship. Such an instrument would first promote the type of discussion which would allow both teachers to share concerns about teaching and/or their relationship and second would provide structured time to develop strategies for addressing the problems. Not only could the student teachers benefit from such a strategy, but so would cooperating teachers as they directly focused upon the impinging concerns of the student teachers.

The list of concerns/needs/problems which were identified by mentors and inductees with this instrument could inform strategies for teacher educators charged with developing curriculum for preservice education. In addition, preservice teacher educators enlisting the assistance of mentor teachers whether in the capacity of assisting beginning teachers or student teachers could utilize the findings from mentors to address the concerns of experienced, practicing educators.

Question 9: Can mentor and inductee teachers be prepared to execute multi-focused action research projects? What is the nature of such projects?

1. Sample

Eighty-eight classroom teachers participated in action research projects (Appendix B-9). Forty teachers were at the elementary level (K-5 and Learning Disabilities). Thirty-eight of the teachers taught at the middle school (6-8) level and ten were from the high school.

2. Methodology

During the second year of the Induction Program, teachers involved in a graduate course offering were required to complete an action research project. This project was intended to be a collaborative effort with the mentor assisting the inductee in the design and conduct of a short-term, focused study.

The primary purpose of the action research project was to further develop the mentor and inductee's professional expertise and judgment, and to increase their understanding of teaching and schooling. A secondary purpose was to contribute to a productive and harmonious working relationship between mentor and inductee by having the dyads work together to understand and improve some facet of teaching or schooling.

Dyads were given the winter and spring quarters to complete their action research projects. Guidelines (explicated in instrumentation) were outlined for participants completing projects. Texts by Hopkins (1985) and Haysom (1985) were utilized as possible means of collecting data within the teaching or school setting. Although mentors and inductees were encouraged to work together, some chose to work alone and others chose larger groups enabling them to provide a more indepth study of a particular aspect of schooling.

3. Instrumentation

Action research as espoused by Carr and Kemmis, Hopkins, and Haysom was the framework upon which the action research project guidelines were built. Such a process includes a spiral of planning, acting, observing, reflecting, and recycling, if necessary.

Five criteria were set forth for the action research project (Appendix B-9). First, it was to have practical utility and be a matter of personal interest and importance to the teachers involved. Second, it was not to interfere with or distract from the teaching commitment. Third, it needed to be feasible. Fourth, it was to be designed carefully enough to test a problem or question(s) raised by the teacher. Last, it needed to pay close attention to ethical procedures.

Seven steps were involved in writing the action research reports. The project included a statement of purpose identifying what the project was trying to understand. A brief rationale was to be included indicating why the chosen aspect of teaching and learning or school context had been selected for study. Teachers were to briefly describe the action research design and attempts to validate the data or information collected was to be shared. Data interpretation and a plan of action were to be discussed after reflecting on the data collected. A brief evaluation was to be included reviewing the major benefits of the endeavor.

4. Results/Findings

The table below and those in Appendix B-9 are illustrative of the findings of the analysis of the action research projects. Their importance will be discussed in further detail in the following section.

Table 11

Topic Analysis

Elementary N=15

I. Discipline: Classroom Management

Specific Topics:

1) Diagnosing and correcting student behavior
2) Discipline; classroom atmosphere
1) Rewarding appropriate behavior
1) Motivating students to complete work

Total projects dealing with this topic: 5

II. Subject Matter

Specific Topics:

2) Creative writing
1) Basal versus literature approach
1) Student selection of spelling words
1) Promoting love of reading
1) Homework

Total projects dealing with this topic: 6

III. Communication

Specific Topic:

1) Between classroom teacher and LD teacher

Total projects dealing with this topic: 1

IV. Instruction

Specific Topics:

1) Students understanding of teacher's objectives
1) Learning channels and student retention

Total projects dealing with this topic: 2

V. Home

Specific Topics:

1) Television versus study time

Total projects dealing with this topic: 1

Middle School N=18

I. Discipline: Classroom Management

Specific Topics:

1) Discipline; detention process
1) Peer tutoring to improve behavior and academics
1) Clean-up procedures in lab
1) Classroom management and discipline procedures
1) Reward system; behavior modification
1) Reward system for EMR

Total projects dealing with this topic: 6

II. Instruction

Specific Topics:

1) Learning styles
1) Student opinion of class activities
1) Common understanding of teacher's goals
1) Individual versus group work

Total projects dealing with this topic: 4

III. Faculty Communication

Specific Topics:

1) Developing a checklist for LD teacher from regular teacher
1) Faculty relations and teacher morale
1) Job description (guidance teachers)

Total projects dealing with this topic: 3

IV. Subject Matter

Specific Topics:

1) Homework
1) Computer and student writing
1) Theme units in reading class

Total projects dealing with this topic: 3

V. Student Self-Concept

Specific Topics:

1) Attitude of self-worth

Total projects dealing with this topic: 1

VI. Time Management

Specific Topics:

1) Time management of duties and responsibilities of teachers

Total projects dealing with this topic: 1

High School N=4

I. Home

Specific Topic:

1) Television versus study time

Total projects dealing with this topic: 1

II. Subject Matter

Specific Topic:

1) English college preparation versus general English

Total projects dealing with this topic: 1

III. Discipline; Classroom Management

Specific Topic:

1) Off-task behavior of one student

Total projects dealing with this topic: 1

IV. Student Retention

Specific Topic:

1) Intervention for at-risk kids

Total projects dealing with this topic: 1

5. Discussion of Results

Eighty-eight teachers completed a total of 36 action research projects (Appendix B-9). Teachers at all three levels, elementary, middle, and high school fulfilled their commitment to the projects.

A variety of topics was explored at all three levels (Table 6). Elementary teachers inquired about a number of topics including discipline/classroom management, homework, and the reading and writing processes. Middle school teachers were interested in discipline/classroom management, lab procedures, and the impact of the computer on students' writings. One teacher at the high school did a case study of one child in her learning disabilities classroom and another was interested in looking at the attitudes of students taking college preparation courses in English.

The most prevalent topic for study at the elementary level was in the category of subject matter (Table 11) with discipline and classroom management a close second. At the middle school, the most researched topic was discipline/classroom management, but no predominant topic was focused upon at the high school level (probably due to the small number of participating teachers).

The majority of teachers felt they had benefitted from the research. As one research team indicated:

> We view this project as being both beneficial to us as teachers and team leaders, but to the administration as well. An additional benefit of this project was that the two participants got to work together on a matter of mutual concern.

Another team stated:

> All in all, we were pleased with the results of our action research project. We cannot wait to start up again next year!

Our conclusion based upon these insights is that teachers can acquire skill in executing multi-focused action research projects. They enjoy their work and can explain unanticipated outcomes. Teachers are interested in varied aspects of their teaching and their schools. They searched in earnest for better ways to discipline, assign homework, and provide a classroom atmosphere whereby everyone could learn. Teams were dedicated to their tasks and were able to state clearly their findings and their conclusions. Several indicated they would continue to do action research in their classrooms and enjoy it.

6. Implications for Teacher Education

The most valuable implication for teacher education is that teachers can learn to inquire into their own practice. However, they need guidance and reassurance that their work will not be scrutinized or ridiculed by statisticians or other university researchers. Through such nurturing, teachers can come to enjoy such a process and find the assistance of another teacher in the endeavor extremely helpful. As one mentor commented:

> . . . I wish I'd had a mentor nineteen years ago when I started my teaching career. It seems to be a much more comfortable arrangement to have a specific person to go to when you need help or have questions about procedures.

Preservice teachers can be taught a simple seven-step process based upon the action research spiral which can help teachers improve their practice and become more aware of what is happening in their classrooms. If such a process is taught to preservice teachers and if they are expected to utilize such a process in their preservice teaching endeavors perhaps they will be more apt to use the spiral when they become inservice teachers. However, teacher educators must provide support for those attempting this endeavor. This can be accomplished through teams of preservice teachers working collaboratively to collect data regarding each other's teaching or through mentors who can provide feedback and information to the teacher.

Ultimately, the greatest resource is modeling. The teacher educator who models the inquiring attitude into his or her own teaching practice will make a great impact upon students of teaching.

Question 10: Are teacher leaders able to acquire reflective capabilities whereby they can differentiate their leadership experiences?

1. Sample

Twenty-five teachers from all grade levels serving as members of the Teacher Leader Cadre in the Induction Project were asked to complete the survey. Seventeen of the Cadre members completed and returned the surveys to the project director.

2. Methodology

At the conclusion of the third year of the Induction Project, teachers serving as Teacher Leader Cadre members were asked through a Likert scale survey (Appendix B-10) to respond in a reflective manner toward certain statements regarding their role as teacher leaders and as reflective practitioners. Teachers were encouraged to make additional comments for each statement, if they so desired. Surveys were mailed to each Cadre member with a letter of explanation and were requested to complete the form and return it with any additional comments to the project director prior to June 10, 1988. A return, stamped envelope was also included with the survey, enabling teachers to return the instrument quickly and efficiently.

3. Instrumentation

The Teacher Leader Cadre Questionnaire was developed by the Induction Project staff for the purpose of determining the effectiveness of the two-year training program to prepare teachers for leadership roles within their district. In addition, the survey was to enable project staff to determine the reflective capabilities of the Cadre members and their perspective of their personal growth in this area.

On the cover page, we requested Cadre members to provide us with information as to their years of involvement in the Induction Project and their role(s) during those year(s). In addition they were requested to give us feedback regarding the five domains of knowledge which guided our project (did they know of others which should be included) and which components of the project were the most significant--from their perspective.

The remaining section of the survey included twelve Likert-scaled statements which teachers were requested to respond to that best fit their perception (from 1-strongly disagree to 5-strongly agree). A section for comments following each statement was also included. Question 13 was not based on the Likert Scale, but asked Cadre members how they planned to continue their professional development.

4. Results/Findings

The following tables summarize the findings from the questionnaire given to the Teacher Leader Cadre at the conclusion of Year 3 of the Induction Project. Their implications will be discussed more thoroughly in the following sections.

Table 12

Survey of Teacher Leader Cadre

I. Average number of years in the Induction Project - 2.3

II. Roles Assumed

14 served as mentors
2 served only as Cadre members
2 served as inductees in Year 1
2 served in all three roles (mentor, inductee, Cadre member)

III. Other domains of knowledge they felt important to include

5 did not respond
9 indicated that the five were quite complete
3 made comments/suggestions (eg. time commitment, knowledge of supervision, curriculum)

IV. Most significant component of the project from their perspective

Five major categories emerged from the comments:

A. Induction
B. Collegiality
C. Specific Skills
D. Inquiring Professional
E. University/School Collaboration

Table 13

Analysis of Survey Statements

Statement and Number	Mean Score
6. I have found that being closely involved with my colleagues in the TLC and in my district has been motivating to me as a professional.	4.7
12. I have requested and have been provided release time this year to fulfill my responsibilities to mentors and inductees.	4.6
1. Participating in the TLC has helped me grow professionally.	4.5
10. Collaboration between OSU and the Franklin County Local School Districts has played a valuable role in developing teacher leadership in my district.	4.4
4. My attitude toward inquiry and classroom research has become more positive since my involvement in this program.	4.1
9. The Local Education Association has been supportive of my Teacher Leader endeavors.	4.1
2. I have changed my own teaching strategies as a result of my involvement in this program.	3.9
3. Because of my involvement in this program, I have begun to utilize educational research in my classroom planning and instruction.	3.9
5. I utilize inquiry and reflection in my classroom practice to a greater degree now than I did prior to my involvement in the Induction Project.	3.9
11. As a teacher leader, I am recognized as an expert in my district and/or building.	3.2
8. My expertise as a Teacher Leader has been utilized within my district/building for staff development	3.1
7. The following people have been supportive of my role:	
building level administration	4.0
district level administration	3.3
peer teachers	4.0
others	4.25

13. Please indicate how you plan to continue your professional growth in the future.

obtaining advanced degree(s)	65%
conducting workshops	53%
implementing grants	53%
presentations at conferences	29%
writing for publication	24%

others:
- taking courses and reading
- teach education courses at the college level
- continue activities with local teachers' association
- implementing and refining entry year programs for the Franklin County low-incidence handicap program.

5. Discussion of Results

Seventeen of the twenty-five Cadre members returned the survey questionnaire (68% return rate). Considering that the survey was administered at the end of the year when teachers are trying to ready themselves, their classrooms, and their students for the summer, we felt that this was a substantive number of returns.

The summary of responses on the cover sheet (Table 12) indicated that the average number of years of involvement by Cadre members in the Induction Project was 2.3, with eight teachers having been involved for the entire three years (47%). These teachers played diversified roles during the three years, with the majority of them having served as mentors and two having been inductees who continued on to become members of the Teacher Leader Cadre. Two teachers had served in all three roles as inductee, mentor, and Cadre member.

Since five teachers did not respond when asked what additional domains of knowledge should be included in an induction program, we felt that they believed the five explicated were indicative of their thoughts. The majority (9) specifically indicated that the five domains were "complete" or that we had "covered them." The three comments we did receive were somewhat off the topic. For example one said time commitment (which was a prevalent concern for most dyads), one indicated a need for supervision knowledge (perhaps she missed that session), and one commented about curriculum or school-wide thinking (which was not understandable n terms of the question).

Cadre members had specific ideas about the significant components of the Induction Project. Their perspectives fell into five major categories: induction, collegiality, specific skills, inquiring professionals, and university/school collaboration. Four comments addressed induction, working with inductees and pairing of mentors and inductees. As one teacher stated:

> This kind of support [mentor-inductee dyads] has been I believe invaluable in building comraderie and a successful teaching experience for the inductee.

Five teachers' comments addressed the notion of collegiality as being a significant component of our Induction Project. Teachers enjoyed meeting and discussing issues with other teachers and they felt that the psychological support offered through the project was significant. One teacher commented:

> Psychological support: without it the other four components of our project would not be met. The support of a fellow teacher then helps the inductee to focus on district needs, feel comfortable in observations and conferencing, and provides the opportunity for meaningful reflectivity.

Five comments also addressed the category of specific skills which teachers had an opportunity to learn and practice. Teachers felt the areas of conferencing, classroom processes, and observation were especially helpful in developing their skills and understanding as district leaders.

Four comments addressed the notion of the inquiring professional. Teachers contended they were given an opportunity to "look at" their own teaching or to "take a look at my own teaching, evaluate it and determine why I do what I do." Those activities which were based on reflectivity were seen as especially helpful in focusing teachers' ideas toward not only mentoring, but toward the entire educational process. One teacher explained:

> Reflectivity: personally the activities based on reflectivity helped focus a lot of what I've been doing in my master studies! Thank you!

Although only three comments were directed toward the category of university/school collaboration, they were very powerful in suggesting that our collaborative attempts were well accepted and invaluable from these teachers' perspectives. One teacher believed that the moral support provided by the project director and staff as she and her colleagues developed a grant proposal were "significant" and "gave us the courage to continue." A second comment was extremely powerful:

> Linkage between OSU and the school districts has been very important. They have helped provide leadership and guidance throughout the program. I believe that this was to our mutual benefit. We have all grown both personally and professionally through this association. I hope that in the future they will be able and willing to provide us with quality programs such as this.

We can see how teachers responded to the survey (Table 13) by looking at the five statements which they most agreed with (5 on the scale) to the two statements with which they most disagreed (1 on the scale):

4.7 I have found that being closely involved with my colleagues in the TLC and in my district has been motivating to me as a professional.

4.6 I have requested and have been provided release time this year to fulfill my responsibilities to mentors and inductees (65% had not requested).

4.5 Participating in the TLC has helped me grow professionally.

4.4 Collaboration between OSU and the Franklin County Local School Districts has played a valuable role in developing teacher leadership in my district.

4.1 My attitude toward inquiry and classroom research has become more positive since my involvement in this program.

3.2 As a teacher leader, I am recognized as an expert in my district and/or building

3.1 My expertise as a teacher leader has been utilized within my district/building for staff development

Teacher leaders appear to agree that collegiality is not only important, but it motivates them as professionals. They also tended to agree that their districts were not particularly supportive of their endeavors and they would like to see that changed. In fact, they appeared to feel that the local teachers' unions valued their expertise more than school administration (several of the Cadre members were either LEA presidents or past-presidents).

We found that 65% of the respondents had not requested any release time to fulfill their leadership responsibilities. Whereas those who did, tended to feel that they were supported because they were usually granted the release time when they sought it.

One of our purposes was to develop inquiring professionals. Although we encouraged this process through the use of a variety of reflectivity instruments, we were amazed when Cadre members addressed reflectivity when asked about changes in their teaching strategies. They said such things as "I am definitely reflecting more about teaching, students, etc." and "Reflectivity, especially, has helped me to examine my own strategies." When asked for comments about attitudes toward inquiry and classroom research, one teacher leader articulated:

> I now find myself referring to research, reading more research, and supporting practices with research. Amazing!

We believe the actual words of teachers involved in the Induction Program over an extended period of time in leadership situations speak more persuasively for our project and what was accomplished than any statistical analysis. Teachers were pleased. They had been put to the test and had seen it through. They were proud of their endeavors and proud of their affiliation with The Ohio State University. The project director has received individual letters from some of the Cadre participants (see example, Appendix B-11) which continue to espouse the worth of this project to local teachers looking for leadership opportunities, but not wanting to become administrators.

Although the Teacher Leader Cadre was an unintended outcome for us, we believe we have probably impacted more positively upon this group of teachers than with any other. They were twenty-five eager, willing, and able people who wanted to be challenged and developed to their fullest potential and who wanted to become more inquiring professionals.

6. Implications for Improving Teacher Education

The words of the Teacher Leader Cadre members speak for themselves. The implication is that teachers (whether preservice or inservice) need to be challenged and want to develop as reflective, inquiring professionals. Teacher educators have the responsibility to teach these skills in preservice education courses. However, their responsibility does not end there. They must continue to seek collaborative arrangements with local school districts in order to professionally develop the large number of inservice teachers who are waiting and wanting a challenge which cannot be gained through any other means.

B. Implementation Outcomes

Question 1: What is the process for the institutionalization of a beginning teacher assistance program in the participating districts?

Our major responsibility of this project has been to assist the five local districts in their efforts to institutionalize the program of inducting beginning teachers into the profession. We have attempted to meet this responsibility through two major endeavors: a) the training and support of mentor teachers and b) the training and support of the Teacher Leader Cadre.

A governance board was initiated at the beginning of the project to oversee the development and implementation of the Induction Project. This collaborative group of educators included mentors, inductees, Cadre members, various district and county office personnel, and university faculty charged with the responsibility of developing the induction program.

Ultimately graduate level courses were developed for mentors, inductees, and Cadre members for training and support of their endeavors. During the last two years of the project, Teacher Leader Cadre members were trained in a variety of leadership strategies which would be useful to their districts in the institutionalization process. Cadre members worked in district-level groups to develop a plan for the induction of beginning teachers in their districts. In turn, they assisted superintendents in developing steering committees in each district to direct and develop induction programs.

Cadre members assisted the project director during the second year of the program in the training of mentor and inductee dyads in such areas of interest as classroom management and elements of effective instruction. During the third year, Cadre members had the sole responsibility for the training and support of the mentor and inductee dyads in their districts while receiving continued training and support from the project director.

Question 2: What is the design and delivery of a mentor training program?

Two specific areas were developed for mentor training. The first included direct training of mentors by the project director. The second was the training of mentor trainers by the project director.

A) Mentor Training. A thirty hour intervention was developed by Dr. Nancy Zimpher and Dr. Kenneth Howey for the training of mentor teacher leaders. This was implemented in one of two ways, either through one ongoing quarter-long graduate course or through a one-week workshop during the summer, in both cases delivered at a school site. The course was designed to help teachers develop leadership capabilties as instructional supervisors. The focus was on the development and refinement of leadership roles teachers assume in the supervision of preservice students and beginning teachers in entry year programs.

Four major objectives were developed:

1) to enable participants to assist other teachers in a harmonious and productive manner;
2) to provide multiple perspectives for systematically inquiring into classroom practice and a variety of strategies for critically analyzing and reflecting on these practices;
3) to provide opportunities to refine supervision and conferencing skills; and
4) to examine local, state and national issues associated with professional development.

B) Training Mentor Trainers. The training of trainers took place in week-long training sessions during the summer for those interested in training mentor teachers in their home district. These were conducted in collaboration with the Ohio State Department of Education and were held at various state parks ac.oss Ohio. Dr. Zimpher and Dr. Howey with the assistance of several State Department consultants developed the workshop and utilized various strategies for implementation.

On the first day, participants were led through a series of presentations beginning with a panel addressing such topics as mentoring, determining the characteristics of mentors and variations in the role to developing criteria for mentor selection and procedures for selection. Thereafter, the workshop focused upon leadership, problems of beginning teachers, adult development, observation and conferencing, and practice-centered inquiry.

Question 3: How do you create and provide ongoing support for a Teacher Leader Cadre?

The Teacher Leader Cadre (TLC), a conception of Dr. Shirley Scholl, assistant superintendent at the Franklin County Board of Education, was instituted during the second year of the Induction Project. Experienced teachers wanting to participate were asked to complete a form requiring the signature of the Local Education Association president, the building principal, and the district superintendent. These teachers were provided training and support for leadership responsibilities through two graduate level course offerings separate from those offered to mentors and inductees.

At the beginning of the third year of the Induction Project, additional teachers within the local districts were invited to become a part of the Cadre. All but one teacher, who moved to another city, rejoined the Cadre and several teachers joined as new additions. The group totaled twenty-five. During the summer prior to the third year, Cadre members received a week-long training program by Dr. Zimpher and Dr. Howey to assist them in institutionalizing the program in their local districts during the third and final year of the project. They developed a plan for their five districts for the purpose of inducting new teachers into the profession and developed guidelines for establishing individual local district steering committees, including membership criteria, for the following year.

Cadre members now serve on the local steering committees, are responsible in many cases for the training of mentors, and are taking on other leadership and training roles within their districts. Several of the members applied and received funding for local grants to implement their own action research projects. Many others plan to continue their development by obtaining advanced degrees at a variety of universities within the area.

Question 4: What are the designations of roles and responsibilities for mentor teachers and teacher leaders?

A) Mentor Tasks. We described the mentor-teacher as an experienced teacher who was a master of the craft of teaching and was personable in dealing with other teachers. The mentor was viewed as an empathetic individual who understood the needs of the mentorship role. The teacher-mentor was to be a supportive advocate for the beginning teacher and we took care to insure the role was not seen as that of an evaluator and that the mentor had no part in hiring or firing decisions. Mentor teachers were to support their novitiates in a number of ways. First, mentor teachers were to provide their inductees with information regarding district procedures and guidelines. They were to provide new teachers with psychological support for both professional and personal concerns. Mentors were to provide assistance with classroom processes such as classroom management and individualized instruction and to support inductees through observation and conferencing. Last, mentors and inductees were to participate in reflectivity activities enabling them to inquire into their practice and determine strategies for improvement and change.

B) Teacher Leaders. The role of the Teacher Leader Cadre was to assist in the training of the mentors and inductees. During the second year of meetings with the mentors and inductees, Cadre members assisted in conducting small group sessions on various topics such as classroom management and discipline. They also worked with mentors and inductees within their individual districts on similar topics delivering short workshops and discussion sessions.

During the third year the Cadre assisted in the development of their individual district's plan for institutionalizing the process of induction. They also assisted the mentor and inductee dyads within their district. In addition, a number of Cadre members assisted the project director in gathering data for the Induction Project, thus receiving stipends in varying amounts for their additional responsibilities.

Question 5: What is the designation of "new teacher?"

For this project, we have determined three definitions for the designation of the term "new teacher." This term was broadly applied to indicate three classifications of new teachers: a) those assuming a first year teaching assignment, typically immediately following graduation and serving under the provisional certificate; b) teachers who have had some teaching experience but who have been on leave from teaching for a number of years and who upon returning to the classroom may experience some reentry problems; and c) teachers who are assuming major new substantive assignments as a result of recertification and significantly new teaching assignments.

Category A is the most typical definition of the new teacher; that is, one who has most recently graduated from an institution of higher education with a degree in either elementary or secondary education, including special education areas. Typically they are experiencing their first year as a certificated teacher. Category B involves teachers who have taught for a number of years, but are returning to the classroom following an extended leave, for example child care or illness.

Category C was significant since many school districts are experiencing a reduction in force therefore causing many teachers to obtain recertification in another area and/or to move to another building or grade level within the district or another district. It was not unusual to find a secondary-trained person beginning their first year as an elementary teacher in a new building or a new district from the one previously occupied.

Question 6: How are comprehensive needs assessments designed and conducted for beginning and mentor teachers?

A needs assessment instrument was developed to assess the local needs of teachers who participated in the pilot year project (Appendix B-7). We believed that there were other benefits to local data collection and needs assessment activities beyond the research findings that are apparent in the extant literature. First, we were concerned that our participants perceive their own involvement in the generation of a substantive agenda for the project. Second, we collected data from an additional population, the mentor teachers, who could share with us the kinds of support they needed to serve in their roles as mentors.

We used the developmental frameworks proposed by Veenman (1984) and the concerns most frequently cited in the Loadman (1983) studies to formulate the behaviorally anchored ratings scale (BARS; Witkin, 1984) that constituted the design for our data collection. Respondents were asked to rate not only their conception of their performance against specific behavioral items, but also their ultimate desired accomplishments in these areas so that we could identify the degree of the gap between the behavior they believed they actually exhibited and the behavior they would ideally like to exhibit. The identification of mentor and inductee concerns helped formulate the program agenda for the 1985-86 year.

Question 7: What are the guidelines for developing and conducting action research projects as a regular part of an entry-year program?

Guidelines for an Action Research Project (Appendix B-9) were developed for mentors and inductees participating in the second year of the Induction Project, for which they received graduate level credit. The project was developed based upon the work of Kemmis and McTaggart (1984).

There were two purposes for the Action Research Project. The first purpose of the project was to further develop the professional expertise and judgment of teachers and to increase their understanding of teaching and schooling. A second purpose was to contribute to a harmonious and productive writing relationship between mentors and inductees by having them work together to understand and improve some facet of teaching or schooling. Action research was defined as a personal attempt at understanding, as trying out an idea in practice and reflecting on the effects of such with a view of improving or changing something important to the teacher.

Five criteria were suggested for deciding on a classroom research project: a) it should have practical utility and be a matter of personal interest and important to the teachers involved; b) it should not interfere with or distract from the teacher's main responsibility of teaching; c) it should be feasible; d) it should be designed carefully to test a problem or question(s) raised by the teacher; e) it should pay close attention to ethical procedures.

Seven steps were explicated for the development of the Action Research Project. There should be a statement of purpose and a rationale for what is being studied. An action research design which included the problem, practices or conditions of what will be studied, the hypothesis and the data collection strategies were to be part of the project. Data were to be validated and interpreted, thus resulting in the development of a plan of action. The final step included an evaluation of the action research plan and a review of the major benefits of the project.

Question 8: Can we design a manual or guidebook to assist mentor teachers in their work with beginning teachers? (Rowley, in press)

A guidebook (Appendix B-4) was designed to assist a professional development team (concerned with induction) look at, experiment with, and reflect on the teaching and learning environments as they exist at the school district and school building levels. An ecological perspective was taken in the development of this guidebook because it was felt that these environments and the forces that influence them are complex and dynamic in nature.

The guidebook contains a series of activities in which mentor and inductee dyads can participate in order to become more familiar with the five domains of knowledge: district needs, psychological support, classroom processes, observation and conferencing, and reflectivity. The first section entitled "Joining the Team" provides activities which allow the teacher leader to consider the importance of how beginning teachers are welcomed into their new work environment and introduced to their new colleagues. Various checklists are included as well as a survey to determine the teacher's philosophy of education.

The second section entiled "Building the Professional Development Team" provides opportunities for the dyad to build interpersonal relations which can be strengthened and maintained over time. Five areas are addressed in this section: 1) personal conflict resolution; 2) accepting of oneself and others; 3) communication; 4) trusting; and 5) self-disclosure. Activities include such areas as the Johari Window and the friendship relations survey.

Section three "Looking and Learning: Promoting Professional Development through Observation and Supervision" suggests a number of activities to assist the dyad in developing a more comprehensive understanding of observation and conferencing which can contribute to an expanded understanding of classroom processes. The readings and activities suggested encourage the dyads to think about the use of specific observation and supervisory skills which can be used not only to promote professional growth but to enrich professional relationships as well. The works of Glickman, Garman, Acheson and Gall and others were utilized in developing this component of the guidebook.

The final section "Reflective Thinking: Developing a Critical Orientation" is concerned with the process of reflection and is intended to assist mentors and inductees in exploring a variety of methods that can help promote the development of the reflective practitioner. The readings and activities are designed to lead the mentor and inductee to a fuller understanding of the nature, process and power of reflection. Based upon the notion of reflection as determined by Dewey, this section is intended to promote an open-minded and wholeheartedness regarding the world of teaching and learning. Activities were developed from the work of Curwin and Fhurman.

Question 9 Can we design and implement a doctoral level program in professional development at The Ohio State University to prepare teachers for advanced leadership opportunities?

As a result of our efforts to include leadership training for experienced teachers at various levels, a post-baccalaureate program in professional development has been designed (Appendix B-12). The program area of Curriculum and Instruction has been expanded to include a series of five core courses in professional development beginning in the fall of 1988. These five courses will be offered as a sequence in the area of Curriculum, Instruction, and Professional Development in the Department of Educational Policy and Leadership. Each course will be described in further detail in the following paragraphs.

ED P&L XXX Career Patterns and professional Development of Teachers

This is the introductory course in the sequence of courses concerned with the professional development of teachers. It provides an overview of professional development, especially the continuing education of teachers. It examines relationships between how teachers are prepared initially, their formal or informal induction and socialization into teaching, and their patterns of continuing professional development. Patterns of professional development are also analyzed as they relate to recruitment and selection policies and procedures. Teachers, for example, are recruited into very different types of certification models and selected by very different criteria for very different positins. Career ladders and lattices are examined as they represent professional development initiatives by extending initial preparation for beginning teachaers and offering leadership roles in professional development for experienced teachers. In summary, the course allows the student to reflect on different patterns of professional development appropriate to different teachers at various stages of their career.

ED:P&L XXX Alternative Conception of Professional Development

This is the second course in the sequence of courses concerned with the professional development of teachers. It offers critical analyses of the major purposes of professional development and the various formats in which these purposes can be achieved. It examines especially the conceptual underpinnings and concepts of research which support models purported to meet these different purposes. Major purposes beyond pedagogical development which are addressed include: personal development (especially in terms of knowledge of adult growth and change over time), organizational functioning (especially in terms of the social systems and culture of schools and classrooms), theoretical development (especially the disposition and ability to inquire into and reflect on practice), broader professional growth, and career planning and development. Selected formats, among the variety which can be employed to advance these purposes are also examined including variations in clinical observation, organizatinal development, action research, case study, team teaching, child study methodology, teacher centers, teacher advisories, and coaching. In summary, the course allows the student to analyze interrelated dimensions of professional development and to reflect on why and how alternative conceptions or aspects are stressed in different contexts.

ED P&L XXX Designing Programs of Professional Developmental

This is the third course in the sequence of courses concerned with the professional development of teachers. It is concerned with the design of coherent and comprehensive programs which can accommodate the interrelated purposes and formats addressed in the second course. It examines what a person in a leadership role in professional development can do to effect such critical structures and processes as governance bodies and strategic decision-making, general management and maintenance, multiple forms of diagnosis or needs assessment, developing resource banks, securing funding and public support developing and implementing short and long range agendas, coordinating professional development with other curriculum and instructional activities, gathering formative and summative assessment data, researching the program and throughout involving teachers in leadership roles.

ED P&L XXX Issues and Problems in Professional Development

This course is taken in the second year of the program and serves as a foundation and guide for the practicum or internship experience. It builds on the program design course by focusing specifically on the major issues and problems attendant to implementing a program of professional development. These include coordination of different role-types, finding release time and other incentives for participation, contract negotiations, and identifying and preparing teachers as staff developers. Thus, the course provides multiple examples of legal statute rule, and regulation, contract language, and school and district policies that enable the conditions and procedures addressed in ED: P&L XXX. It provides a variety of simulated problem-solving activities to address critical issues. Whenever possible it draws upon research which supports program design considerations such as basic change strategies. It involves experienced staff developers who have addressed different issues. The course structures the practicum or internship accompnaying or following the course on setting priorities for a major problem(s) to be addressed.

ED: P&L XXX Internship in Educational Development

Bulletin listing: (Internship experiences in research, development, or evaluative settings). The internship experience in professional development will vary from one to three quarters in year two and from three to 12 credits. It will in some cases, be attached to students who took the core three course sequence during a year's leave and have now returned to their own setting. Hopefully, however, in most instances it will be an opportunity to work with the outstanding staff developer for various periods of time in a setting other than where they were employed. Weekly meetings relating these experiences back to the core sequence generally and to the resolution of problems identified in the problems and issues courses specifically will accompany these structured field experiences.

Question 10: Can we design and implement a reflectivity packet to encourage a disposition toward inquiry and reflection among teachers?

A reflectivity packet (Appendix B-13) was developed as an ongoing project throughout the three years of the program. The packet contained eight documents which provided opportunities for teachers to "look back" upon their experiences and either use those experiences or the experiences of another (mentor/inductee) to decide to make changes or not make changes in their personal and/or professional life/practice and/or in their theoretical perspectives.

The documents included a conference report form, a force field problem analysis, a critical event form, logs and journals, the minute paper, the self-interview, the action research project, and the development of reflective teaching lessons, mentor and inductee vignettes, and moral dilemmas. Mentors and inductees utilized a variety of these instruments either together or separately to inquire into their teaching practice and in some instances to make sense of certain personal situations which were affecting their teaching.

Teachers were encouraged to complete the various activities through the requirements of course credit offerings during the three years of the project. Participants were also encouraged to provide reflective information through the use of various surveys and questionnaires which called upon them to describe their reflective processes and their roles as district-level leaders (Appendix B-14).

RF Project 717728/765034
Final Report

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

Part C: The Practice Profile

Nancy L. Zimpher and Susan R. Rieger
College of Education

For the Period
September 30, 1985 - September 30, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, D.C. 20202

Contract No. 400-85-1043

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September 1988

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USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

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FINAL REPORT
Part C: The Practice Profile

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, DC 20208

Contract No. 400-85-1043

September 30, 1988

Part C: THE PRACTICE PROFILE

I. PROJECT DEMOGRAPHICS

A. Teacher Characteristics:

Sixteen university faculty and consultants were involved in the first two years of the project development and implementation. Their areas of expertise included curriculum, instruction, teacher education, staff development, educational psychology, professional development, and research.

During the first year of development, seventy-one experienced teachers served as mentors to beginning teachers. Twenty of the mentors were from the high school level, fourteen from the middle school, and thirty-seven were elementary teachers. Eighty-one entry-year teachers were paired with mentors. Twenty-four of the noviates were at the high school level, nineteen taught middle school, and thirty-eight were elementary teachers.

In the second year, there were 48 experienced teachers serving as mentors and 52 teachers at the entry-year level. Forty of the participants were middle school, forty were elementary, eighteen were high school teachers, and two were administrators.

During the third year of the project, our numbers of mentors and inductees declined due to cut-backs in teacher hirings by the local districts. There were twenty-one experienced teachers who served as mentors and twenty-one entry-level teachers.

The Teacher Leader Cadre (TLC) was formed during the second year and consisted of twenty-one classroom teachers and one elementary principal representing grades K-12 and special education. In the third year of the project this group consisted of twenty-four classroom teachers and one elementary principal at the K-12 levels. The Cadre was a group of experienced teachers who had served as mentors in the previous year(s) and were interested in furthering their leadership skills and taking a more active role in the development of teacher leadership within the individual districts without becoming administrators.

B. School/District Characteristics:

Five Franklin County Local School districts participated in the project during the first two years of the program, with the Dublin Schools incorporating and leaving the county during the third year of the project. These included:

Canal Winchester Local Schools
Dublin Local Schools
Groveport Madison Local Schools
Hamilton Local Schools
Plain Local Schools

The Franklin County Department of Education (overseer of the five local districts) was heavily involved in the program development and implementation process. Groveport Madison was the largest district, consisting of one high school and one freshman school, two middle schools, and five elementary schools. Dublin was the next largest, with one high school, five elementary schools and two middle schools. Canal Winchester has one elementary and one high school. Hamilton Local consists of one high school, one middle school, and one elementary building. All schools are located in the Franklin County area surrounding the city of Columbus, Ohio.

C. Program Orientation:

The program was oriented toward experienced teachers levels K-12 who volunteered to serve as mentors to entry-level teachers within their districts and entry-year teachers who were either new to the profession, returning from an extended leave, or changing grade levels, subjects, or buildings. As part of an ongoing collaborative effort between The Ohio State University and five Franklin County Local School districts within the Columbus, Ohio, area, the project was designed for the study of teacher induction and the process of the professionalization of the teacher.

The project was oriented toward the collection of data which would inform the entry-year process of teaching such that it could serve as the design for school districts and universities interested in or charged by state mandate to develop entry programs. Through better learning how to meet the needs of beginning teachers, the project also sought to inform practice and perspectives in the ability of the professional development continuum from preservice through inservice.

II. IMPLEMENTATION REQUIREMENTS

A. Costs:

The total cost per year to implement the project was approximately $23,000 total direct costs and $10,000 total indirect costs for approximate total project costs annually at $33,000. This included personnel--the principal investigator and one graduate research associate--fringe benefits, travel, telephone, postage, office supplies, stipends for teacher leaders and consultants, and duplication of materials.

B. Training:

One graduate research assistant received on-site training for the Evertson Classroom Management Model at Vanderbilt University. In turn, she trained mentors in the method who likewise trained their inductees. Dr. Zimpher and Dr. Howey provided training for mentors and inductees, and nine consultants lead workshops for mentors, inductees, and Cadre members. Eight graduate level courses were offered during the three-year project to mentors, inductees, and Cadre members.

C. Materials/Equipment:

Meetings were held in classrooms, multipurpose rooms, county office meeting rooms, and university classrooms across the county. Individual university faculty and staff brought their research skill and rich resources in materials, publications, literature reviews and access to fugitive and ephemeral documentation of works in progress to the project. In addition, OSU has on-line access to all ERIC data bases, dissertation abstracts, and other professional material entries. The university also has direct access to the resources of the Ohio State Department of Education Library, the materials collected through the North Central Regional Educational Laboratory and, as a member institution of the American Association of Colleges for Teacher Education, direct access to staff support from the ERIC Clearinghouse for Teacher Education.

D. Personnel:

The project personnel consisted of the principal investigator, Dr. Nancy Zimpher, fourteen Ohio State faculty members, one graduate research associate (doctoral candidate), superintendents from the five local districts, the County Office superintendent and assistant, Local Education Association presidents from the five districts, eight outside consultants, and twenty-five Teacher Leader Cadre members.

E. Organizational Arrangements:

Central arrangements for the organization of the project were spearheaded by Dr. Zimpher, who worked collaboratively with the assistant superintendent of the Franklin County Department of Education, Dr. Shirley Scholl. Meeting places, food for weary teachers, memos, letters and other forms of communication were collaboratively developed between the county office and the OSU staff and principal investigator.

PRACTICE PROFILE

Component Checklist

I. Organizing and Maintaining Partnerships

Component: Planning by Establishing Appropriate Governance Structures

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Ideal	Acceptable	Unacceptable
* Three interrelated governance boards are established.	* Two interrelated governance boards are established.	* One governance board is established.
* A program planning group consisting of superintendents, LEA presidents, the principal investigator, university representatives, mentor and inductee representatives, and county office personnel meets on a monthly basis for project planning and communication purposes (1985-88).	* The program planning group consisting of superintendents, LEA presidents, the principal investigator and county office personnel meets once each quarter.	* The program planning group consisting of superintendents & principal investigator meets twice a year for program planning.
* Each of the five local districts establishes a steering committee to meet monthly for the purpose of developing their own induction programs (1987-88).	* At least two of the districts establish steering committees.	
* A cadre of teacher leaders meets monthly to provide assistance and leadership for the planning and implementation of individual district induction programs (1986-88).		

Component: Program Development: Conduct of Training Workshops and Leadership Courses

Ideal	Acceptable	Unacceptable
* Graduate courses for training and support are offered each quarter for the three years of the project for mentors and inductees involved in the program.	* Graduate courses for training are offered to mentors and inductees involved in the first year of the program and to mentors during the second year of the project.	* Graduate courses are offered to mentor and inductees during first year of project.
* Graduate courses are offered by the principal investigator each quarter for two years to those teachers involved in the Teacher Leader Cadre for the purpose of leadership training.	* Graduate courses are offered by the the principal investigator twice a year to teachers involved in the Teacher Leader Cadre.	* Teacher Leader Cadre is provided leadership training once during each of the two years of its development through graduate course credit offering.
* Project director and other university faculty/staff provide mentor training and leadership workshops through the State Department of Education for school districts statewide and through individual districts, based upon the model developed for this project.		

Component: A Variety of Personnel have Various Roles and Tasks for Implementation

Ideal	Acceptable	Unacceptable
* University faculty and staff develop and implement graduate courses and workshops based upon input from mentors, inductees, Cadre members and the literature on beginning teachers.	* University faculty and staff develop and implement graduate courses based upon the literature concerning the needs of beginning teachers.	* University staff and project director develop and implement workshops based solely on their own perceptions of beginning teachers.
* The project director, university faculty and staff, Cadre, and outside consultants participate in planning and delivering various activities to mentors, inductees, and Cadre.	* The project director and outside consultants participate in planning and delivering various activities to to mentors and Cadre.	
* Teacher Leader Cadre members are utilized to assist & support mentors and inductee dyads within their various districts for 2 of the 3 years of the project.	* Teacher Leader Cadre members train mentors in their respective districts for their roles in working with beginning teachers for one of the three years of the project.	
* The Teacher Leader Cadre assists in data collection for the project by allocating resources to pay stipends for their endeavors.	* The Teacher Leader Cadre assists in the collection of data for the project on a minimal basis without stipends.	
* Mentors are trained in classroom management techniques by university staff and consultants, and then train their inductees.		
* Project director takes initiative for informing all participants of the needs of beginning teachers as identified in the literature.		

Component: Institutionalization of an Entry-Year Program for Beginning Teachers

Ideal	Acceptable	Unacceptable
* During final year of project, steering committees are established in all five districts as governance boards for implementing their induction programs.	* Plans for entry-year programs are developed in at least two of the districts.	* A steering committee is formed in only one district.
* Each of the five steering committees meet on a monthly basis to make decisions regarding their entry-year programs.	* Each of the steering committees meet at least twice during the final year of the project.	* Committee meets less than twice yearly.
* Teacher Leader Cadre members play an essential role in the implementation and decision-making process of each steering committee.	* Teacher Leader Cadre members are called upon whenever necessary to assist in the implementation and decision-making process.	
* Each committee consists of the superintendent, Local Education Association (LEA) president, 1-2 Cadre members, 1-2 mentors and a representative from each school in the district.	* Each committee consists of the superintendent (or his/her representative), the LEA president, and at least two classroom teachers.	
* Mentor selection criteria, release time, definition of mentor role, stipends, topics for programs, and a definition of inductees are given in each district's plan.		

Component: University and School-Based Collaboration

Ideal	Acceptable	Unacceptable
* The Teacher Leader Cadre, district administration, university faculty and staff, county office personnel, LEA presidents, and teachers are invited by district and university representatives to be members of various governance boards.	* District administration, university faculty and staff, and LEA presidents are invited by the project director to be members of various governance boards.	* Superintendents, county office personnel, and university faculty are invited to participate in planning committee.
* Minutes of each meeting of the planning group are developed and disseminated to all members of the committee.	* Minutes of meetings are developed and disseminated to all members of the planning committee.	
* Mentors, inductees, Teacher Leader Cadre, administrators, and county office personnel are requested to provide the project investigator with feedback at the end of every other quarter.	* Mentors, inductees, Teacher Leader Cadre, and county office personnel are requested to provide the project director with program feedback at the end of each year.	
* Project staff communicate by telephone with Cadre members and county office personnel on a monthly basis.	* Project staff communicate with county office personnel as often as necessary each quarter.	
* The Teacher Leader Cadre, county office personnel, and superintendents receive letters and memos from the project investigator and staff concerning upcoming meetings, workshop opportunities, and conferences.		
* Governance boards meet monthly.	* Governance boards meet twice a year.	

III. Instructional Content

Component: Forms of Knowledge

Ideal	Acceptable	Unacceptable
* The five knowledge bases of district psychological support, classroom processes, observation, and conferencing and reflectivity will be the foundation for training, graduate courses and workshops.	* The three knowledge bases of classroom processes, classroom observation, and instructional supervision will be utilized in creating training, graduate courses and workshops.	* The literature on induction and beginning teachers is utilized in developing the project.
* The five knowledge bases are seen as concentric circles with district needs at the center and reflectivity the outermost circle.	* The three bases are seen as intersecting circles with training occuring at their intersection.	
* The research regarding leadership, induction, and beginning teachers will also serve to inform those courses and workshop programs and materials.	* The literature on leadership, induction and beginning teachers will be utilized in developing the project.	
* Inductees will become knowledgeable of each district's procedures and policies.	* The knowledge base for classroom processes will be the Shulman chapter of the third edition of the Handbook of Research on Teaching.	
* Knowledge of reflectivity will be developed through the model of Carr and Kemmis and through the use of such instruments as the critical event and conference report forms.	* The knowledge base of observation will be derived from the Evertson and Green chapter in the third edition of the Handbook of Research on Teaching.	
* Knowledge of classroom processes such as classroom management (Evertson model) will be utilized in training mentors and inductees.	* The knowledge for instructional supervision will be drawn from multiple models such as Cogan, Glickman, Gitlin, and others.	
* Knowledge of observation and conferencing will be based upon the models of Cogan, Gitlin, and others.		
* Adult development literature (such as Kohlberg) will be utilized for training in providing psychological support.		

Component: Course Content

Ideal	Acceptable	Unacceptable
* Mentors, inductees and Teacher Leader Cadre are trained through graduate courses and workshops in the five knowledge bases.	* Mentors and TLC are trained in the three knowledge bases presented in the Forms of Knowledge component on induction and beginning teachers.	Mentors and inductees are trained utilizing the literature on induction and beginning teachers.
* Course objectives are developed by the project director, university faculty and staff, and county office personnel based upon the interest and needs of mentors, inductees, Cadre members, and upon the prevalent literature informing leadership, induction, and beginning teachers.	* Course objectives are developed by the project director based upon the three knowledge bases and the literature on beginning teachers.	* Course objectives are developed by the project director using the literature on beginning teachers.
* The five domains of knowledge are incorporated into the course objectives.		
* Mentors and inductees are required to complete reflectivity instruments such as logs, journals, conference report forms, and critical event forms.	* Mentors and inductees are required to complete reflectivity instruments (conference report forms and critical event forms) throughout the first year of the project.	
* Teacher Leader Cadre is required to develop a series of moral dilemmas, vignettes of mentor and inductee problems and/or reflective teaching lessons.		
* Utilizing course content, the Cadre develops plans for their individual districts for institutionalization of the program.		
* Teachers are informed of the process of action research and are required to complete an action research project of their own.	* Teachers are informed of the process of action research (Carr & Kemmis).	

Component: Design and Use of Instructional Materials

Ideal	Acceptable	Unacceptable
* A BARS assessment using a likert-like scale is developed during the project's first year to determine the needs and concerns of both mentors and inductees.	* A BARS assessment is developed to determine the needs and concerns of inductees.	* Handouts are the sole means of materials for graduate courses.
* A reflectivity packet which includes logs, journals, conference report and critical event forms, and action research formats is developed to enable participants to initiate reflectivity activities within their dyads and in their classroom practice.	* A reflectivity packet including conference report and critical event forms is developed for mentor and inductee dyads.	* Reflectivity packets contain only directions for logs and journals.
* A handbook is developed for the training of mentor teachers.		
* A notebook of materials is developed by the principal investigator based upon the five domains of knowledge for training the Teacher Leader Cadre.		
* A manual using the Evertson model of classroom management is utilized to train mentors in classroom processes.	* A manual using the Evertson model of classroom management is utilized to train mentors in classroom processes.	
* A packet is developed to assist Cadre members in their development of moral dilemmas, vignettes, and reflectivity lessons.		
* A list of activities for stipends is developed for Cadre members to assist in data collection for the project.		
* Texts by Hopkins, Evertson, Emmer and Kemmis and Carr are utilized in courses by participants.	* Texts by Evertson, et al. and Emmer et al. are utilized in mentor and inductee courses.	
* Conferences are designed based upon emerging issues such as instructional models and presented to all mentors, inductees, Cadre and other interested area educators to enable them to hear experts in the field.		

Component: Progression of Content Development at Various Levels

Ideal	Acceptable	Unacceptable
* During the project's first year, mentors and inductees meet weekly in separate sessions with the project director for six hours of graduate-level courses.	* Mentors and inductees meet monthly with project director for graduate course credit for training with emphasis on reflectivity and action research for the first three years of the project.	* Mentors and inductees meet with project director twice each quarter during the first year of the project and receive two hours of graduate credit each quarter.
* Mentors and inductees during the first year are required to complete conference report and critical event forms, log and journal entries on a monthly basis.	* The Teacher Leader Cadre is formed during the second year and meet with project director, university faculty and/or staff twice each quarter for graduate course credit for leadership training for the last two years of the project.	* Mentors and inductees meet with project director once each quarter during the second year of the project and receive one hour of graduate credit each quarter.
* Mentors and inductees meet weekly together during second year of project for two graduate courses with the project director, university faculty and staff.	* Cadre members utilize their training for leadership and the induction process to assist institutionalization of project in their individual districts.	* Cadre training takes place once each quarter for the second year of the project.
* During the second year, mentors and inductees complete an action research project following specific guidelines on an area of interest in their school, classroom, or community.	* At least two Cadre members participate in stipend opportunities collecting data from individual districts for the project.	
* The Teacher Leader Cadre is organized second year and are involved in graduate courses meeting every two weeks for six total hours of graduate credit.		
* The TLC develop small interest sessions on classroom management, EEI, etc. to be presented at mentor and inductee meetings.		
* During the third year, the Cadre continues to be trained through two graduate courses (6 hrs.) and they in turn develop the program for the mentor and inductee dyads in their districts.		
* A summer leadership training workshop is offered to Cadre in summer, 1987, for graduate credit.		
* Cadre developes moral dilemmas & vignettes during third year of program.		
* At least six Cadre members participate in stipend opportunities collecting data in individual districts for project.		

IV. Instructional Processes

Component: Developing Inquiring Professionals Through Reflectivity

Ideal	Acceptable	Unacceptable
* University faculty and staff model reflective attitudes through journals, logs, critical event forms and research on their own practice or other inquiry.	* Syllabi indicate activities for developing the inquiring professional.	* Mentors, inductees and Cadre members are lectured by the principal investigator regarding the value of reflectivity.
* Syllabi activities, goals and objectives indicate the impetus for developing the inquiring professional.	* At least 1/4 of mentors and inductees complete action research projects to inquire into their practice and/or the mentoring process.	* Teachers are required to read about action research without experiencing the process.
* Mentors and inductees utilize all components of the reflectivity packet on a monthly basis to inquire into their practice and/or the mentor and inductee process/project.	* Mentors and inductees utilize only the conference report and critical event forms in the reflectivity packet.	* Mentors and Inductees utilize only logs as a means for reflectivity.
* Mentors and inductees utilize all components of the Kemmis & McTaggart spiral for action research which includes planning, acting, observing, reflecting, and beginning the process again, if necessary.	* At least five Cadre members submit proposals for the OERI Teachers as Researchers grants.	
* All mentors and inductees utilize action research projects to inquire into their own teaching, leadership, and mentoring practice.		
* Cadre members develop moral dilemmas and mentor/inductee vignettes as a method of reflecting upon their own experiences.		
* Mentors, inductees and Cadre demonstrate that reflectivity is a process of "looking back" on one's experiences and either using that experience or the experience of another (mentor) to make changes or to not make changes in their personal and/or professional lives/practice and their theoretical perspective.		
* At least ten Cadre members submit proposals for OERI Teachers as Researchers grants and other state-funded grants (such as the Ingram/White Castle grant).		

Component: The Teacher Leader Cadre Becomes a New Role for Classroom Teachers

Ideal	Acceptable	Unacceptable
* Cadre members along with other district personnel and consultants are responsible for the training of mentors, teachers, and administrators in the five domains of knowledge and other instructional content.	* Cadre members are selected based upon their interest in leadership opportunities.	* District steering committees are composed of members other than Cadre members.
* Cadre members are recognized as experts and develop a power base within their local districts for leadership.	* Cadre members are members of local district steering committees for induction.	* Administrative school personnel are responsible for training mentors and inductees, if a program exits.
* Cadre members are selected based upon their interest, experience, leadership qualities (such as commitment to profession, additional responsibilities accepted beyond teaching) and quality of teaching ability (success in the classroom).	* Cadre members are provided release time to attend conferences and other professional meetings.	* Principals and other administrators choose Cadre members.
* Fellow teachers see Cadre members as powerful leaders in their district with the ability to initiate changes and follow through with district/building projects and goals.		
* Cadre members are members of local steering committees to assist in the decision-making process for induction and other vital interests to the district/teachers.		
* Administrators in the local districts recognize the Cadre as leaders and utilize their expertise at the building level for staff development.		
* Cadre members are provided release time to fulfill their duties and attend professional meetings.		
* Cadre members continue their professional growth through the upcoming years by obtaining advanced degrees, presentations at conferences, writing for journals and conducting workshops.		

RF Project 717728/765034
Final Report

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

Appendices

Nancy L. Zimpher and Susan R. Rieger
College of Education

For the Period
September 30, 1985 - September 30, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, D.C. 20202

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September 1988

OSU

The Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, Ohio 43212

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: IMPLEMENTATION OF AN INDUCTION PROGRAM FOR INQUIRING PROFESSIONALS

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The Ohio State University
College of Education

FINAL REPORT

Appendices

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Washington, DC 20208

September 30, 1988

Appendices

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A-2 Reflectivity Packet

A-3 Action Research Projects

A-4 Teacher as Researcher Submissions to OERI

A-5 Syllabus for Teacher Leader Training Workshop

A-6 Minutes from Governance Boards

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A-8 Syllabus for Teacher Leader Cadre Courses

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B-1 Conference Report Form

B-2 Classroom Rating Scales and Narrative Records

B-3 Leader Behavior Description Questionnaire (LBDQ) - Form XII

B-4 Teacher Leader Guidebook

B-5 Teacher Leader Knowledge Test

B-6 Professional Dispositions Inventory

B-7 Behaviorally Anchored Rating Scale (BARS)

B-8 Critical Event Forms

B-9 Synthesis of Action Research Projects and Guidelines

B-10 Teacher Leader Cadre Survey

B-11 Letter from Cadre Member

B-12 Ohio State University Post-baccalaureate Program

B-13 Reflectivity Packet

B-14 Surveys and Questionnaires

B-15 Descriptors for Critical Event and Conference Report Forms

APPENDIX A-1

Behaviorally Anchored Rating Scale (BARS)

Franklin County/OSU

Needs Assessment for

Beginning Teachers

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

a. Read each statement carefully.

b. Circle the responses most appropriate for a given time.

c. Note that there are two responses that pertain to each item. Make sure both responses are completed.

d. Please read the following example.

As a beginning teacher..........

This induction program is unnecessary and threatening to me	Between 1 & 3	This induction program seems to have potential for helping me	Between 3 & 5	This induction program is great and offers me a change for personal & professional growth & development
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

1. As a beginning teacher..........

I find lesson plans are difficult to write & organize 1	between 1 & 3 2	I find lesson plans are somewhat problematic to prepare & follow 3	between 3 & 5 4	My lesson plans are detailed and easy for a substitute to teach 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

2. As a beginning teacher..........

I have knowledge of few instructional resources & class materials available 1	between 1 & 3 2	I have knowledge of several resources teachers use when teaching their classes 3	between 3 & 5 4	I have knowledge of a variety of instructional resources & class materials available to the program 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

3. As a beginning teacher..........

I know few activities for motivating students 1	between 1 & 3 2	I know some motivating activities 3	between 3 & 5 4	I am familiar with many activities that get students involved & motivated 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

4. As a beginning teacher..........

My classroom discipline strategies do not seem to produce the results I anticipated 1	between 1 & 3 2	My classroom discipline strategies seem reasonably effective and comfortable for me to use 3	between 3 & 5 4	My classroom discipline strategies seem very effective & complement my teaching & personality style 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

5. As a beginning teacher..........

My textbooks and workbooks are not appropriate for the grade level I teach and are out-of-date 1	between 1 & 3 2	My textbooks and workbooks need some revisions 3	between 3 & 5 4	My textbooks & workbooks are carefully selected & appropriate for the grade level 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

6. As a beginning teacher..........

I am unfamiliar with a graded course 1	between 1 & 3 2	Graded courses of study are available to me somewhere in the building 3	between 3 & 5 4	Graded courses of study are used to plan my courses 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

7. As a beginning teacher..........

When dealing with individual differences I rarely consider them 1	between 1 & 3 2	When dealing with individual differences I help students after lectures 3	between 3 & 5 4	When dealing with individual differences I plan for the whole class while I help individuals 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

8. As a beginning teacher..........

When I need guidance and support I don't feel comfortable asking other teachers & administrators 1	between 1 & 3 2	When I need guidance and support I talk to friends outside the field of education 3	between 3 & 5 4	When I need guidance and support I feel secure in asking for help from teachers & administrators 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

9. As a beginning teacher..........

When dealing with my colleagues they treat me like a student teacher 1	between 1 & 3 2	When dealing with my colleagues they are unsure of my professional ability, but supportive 3	between 3 & 5 4	When dealing with my colleagues they treat me as a professional teacher & consider me their equal 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

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10. As a beginning teacher..........

I feel my teaching load is impossible and hinders my ability to teach well 1	between 1 & 3 2	I feel my teaching load is reasonable but allows me little time to plan new activities 3	between 3 & 5 4	I feel my teaching load is ideal & allows me opportunities to plan for individual areas 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

11. As a beginning teacher..........

I feel worried I might say the wrong thing	between 1 & 3 2	I call the parent when there is a problem 3	between 3 & 5 4	I frequently contact the home & inform parents of their child's progress 5

[redacted]

Here is where I perceive myself now 1 2 3 4 5

12. As a beginning teacher..........

When teaching I lecture the class each day & put some ideas on the board	between 1 & 3	When teaching I occasionally change routines so the class does not get bored	between 3 & 5	When teaching I do a variety of activities in small groups & as a class
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

13. As a beginning teacher..........

When discipling students I warn & threaten students frequently	between 1 & 3	When discipling students I follow through with my class rules when students misbehave	between 3 & 5	When disciplining students I follow through on the rules & explain the consequences for good & bad behavior
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

14. As a beginning teacher..........

I have discovered that my students do not seem to understand my lesson after I present it	between 1 & 3	I have discovered that my students seem interested but sometimes have difficulty in following my lesson	between 3 & 5	I have discovered that my students follow directions & work actively after my lesson
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

15. As a beginning teacher..........

I feel my students are noisy when working with each other	between 1 & 3	I feel my students are noisy but seem like they are working together	between 3 & 5	I feel my students work cooperatively and are well-behaved during group work
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

16. As a beginning teacher..........

I find my school equipment non-existent or does not work well 1	between 1 & 3 2	My school equipment works well but is not always available 3	between 3 & 5 4	My school equipment is available within the room & always works properly 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

17. As a beginning teacher..........

When dealing with special education students I feel awkward & have difficulty understanding their needs 1	between 1 & 3 2	I would like to help special education students but have problems in dealing with them in classroom situations 3	between 3 & 5 4	I work cooperatively with the special education teachers & can diagnose the needs of these students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

18. As a beginning teacher..........

When I communicate with my principal I feel unsure of his/her expectations and feel insecure with him/her 1	between 1 & 3 2	When communicating with my principal I ask for advice and support frequently 3	between 3 & 5 4	When communicating with my principal I understand the goals and expectations she/he has for me & recognize his/her support 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

19. As a beginning teacher..........

In transferring from one class activity to the next is frequently confusing & noisy 1	between 1 & 3 2	In transferring from one class activity to the next is orderly but takes too long for my students to get ready 3	between 3 & 5 4	In transferring from one class activity to the next it runs smoothly & orderly 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

20. As a beginning teacher..........

When evaluating my students I feel unsure about how to judge their progress 1	between 1 & 3 2	When evaluating my students I administer many tests and quizzes 3	between 3 & 5 4	When evaluating my students I provide frequent feedback with comments on assignments and recently graded tests 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

21. As a beginning teacher..........

In the classroom I have difficulty getting students involved in classroom discussion 1	between 1 & 3 2	In the classroom I invite student responses during lecture 3	between 3 & 5 4	In the classroom I ask students to assist in planning how they will learn the curriculum content 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

22. As a beginning teacher..........

I see community involvement as a time consuming endeavor	between 1 & 3	I see community involvement as a possibility for developing community/ school relationships	between 3 & 5	I see community involvement as the ideal cooperative effort in which both the school and community can benefit
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

23. As a beginning teacher..........

I lack knowledge in developing a good test	between 1 & 3	I borrow examples of evaluation instruments from other resources and teachers	between 3 & 5	I can design tests that specifically address the objectives covered in class
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

24. As a beginning teacher..........

I never have routine forms and clerical work completed on time	between 1 & 3	I ask for help as I encounter problems in completing routine forms and clerical work	between 3 & 5	I complete routine forms and clerical responsibilities on time and without any assistance
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

25. As a beginning teacher..........

I seldom have time to plan individualized activities so students can work independently	between 1 & 3	I ask individual students to work together quietly until I can help	between 3 & 5	I plan and create learning centers that can be used by individual students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a beginning teacher, at this point in time is...

SS# _ _ _ _
(last 4 digits)

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that Franklin County and OSU can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School district______________________________ Date______________

Age_______ Sex_______ Grade leve/subject taught ______________________

Total number of years teaching experience ___________________________

Highest degree completed____

Place where educational training was received________________________

____

Area of preparation or certification

Major_____________________________ Minor_____________________

Race: (Circle One)

A. American Indian
B. Asian American
C. Black American
D. Hispanic, Spanish - surnamed American
E. White American
F. Other_________________________

Which of the following define you as an inductee (beginning) teacher in the Franklin County/OSU Induction Program. (Circle all that apply to your definition.)

A. Certified teacher assigned to a classroom for the first time
B. Certified teacher who was on an extended professional leave and returning to the classroom
C. Certified teacher assigned to a different grade level
D. Certified teacher assigned to a subject markedly different from previous assignments
E. Certified teacher who was new to the building which you were assigned
F. Certified teacher who was new to the district

CATEGORIES FOR EACH QUESTION IN THE BEGINNING TEACHER INSTRUMENT

1. Planning Lessons
2. Knowledge of Instructional Resources and Materials
3. Motivating Students
4. Classroom Discipline Strategies
5. Insufficient Materials and Supplies
6. Knowledge of Instructional Resources and Materials
7. Dealing with Individual Differences
8. Inadequate Guidance and Support
9. Relations with Colleagues
10. Heavy Teaching Load
11. Parent Relationships
12. Motivating Students
13. Classroom Discipline/Rules
14. Planning Lessons
15. Classroom Discipline
16. Inadequate School Equipment
17. Dealing with Individual Differences
18. Principal and Administrator Relationships
19. Classroom Discipline Strategies
20. Assessing Students' Work
21. Motivating Students
22. Parent Relationships
23. Assessing Students' Work
24. Classroom Management Organization
25. Dealing with Individual Differences

Franklin County/OSU

Needs Assessment for

Mentor Teachers

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of ogram director, Dr. Nancy L. Zimphar, College of Education, Department of Policy and adership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

a. Read each statement carefully.

b. Circle the responses most appropriate for a given item.

c. Note that there are two responses that pertain to each item. Make sure both responses are completed.

d. Please read the following example.

As a mentor teacher..........

I feel pressured and overwhelmed by mentoring responsibilities	Between 1 & 3	I feel there is a need for a mentoring program but am unsure of any responsibilities	Between 3 & 5	I feel honored in being asked to be a mentor and am eager to assum my new mentoring responsibilities
1	2	3	4	

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

1. As a mentor teacher..........

I have not as yet shared some of my instructional resources	between 1 & 3	I send the beginning teacher to the resource center for instructional ideas	between 3 & 5	I freely exchange materials & resources with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

2. As a mentor teacher..........

I have not talked about community & parent rapport with beginning teacher	between 1 & 3	I talk about the advantages of community rapport	between 3 & 5	I attend parent meetings or other community functions with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

3. As a mentor teacher..........

I encounter problems demonstrating routines to beginning teachers	between 1 & 3	I frequently ask whether the teacher has finished some specific clerical routine	between 3 & 5	I list routines and explain how I handle my clerical responsibilities
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

4. As a mentor teacher..........

I on occasion talk to the beginning teacher in the faculty lounge about teacher problems	between 1 & 3	I communicate regularly with the teacher after school about teacher problems	between 3 & 5	I assist new teachers in assessing their specific strengths & weaknesses by observing their class
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

5. As a mentor teacher..........

I inform the principal of specific weaknesses of beginning teachers	between 1 & 3	I give the new teacher a kind word when they feel depressed	between 3 & 5	I give constructive criticism & support after observing classes & planning procedures
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

6. As a mentor teacher..........

I seldom interfere with the planning of beginning professionals	between 1 & 3	I answer questions teachers have about lesson plans	between 3 & 5	I offer my lesson plan book as a model and make suggestions about resources
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

7. As a mentor teacher..........

I never had the beginning teacher observe me	between 1 & 3	I prepared a short meeting where I demonstrated some teaching techniques	between 3 & 5	I frequently invite the teacher to my class to team teach lessons
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

8. As a mentor teacher ....

I seldom deal with student-teacher interactions with the beginning teacher	between 1 & 3	I talk about how to improve student-teacher interactions	between 3 & 5	At appropriate moments I have other teachers share their problems & benefits of interacting with students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

9. As a mentor teacher..........

I tend to intimidate the beginning teacher when I am around	between 1 & 3	I am asked questions by the beginning teacher when they are confused or unsure	between 3 & 5	I feel the beginning teacher respects my opinions and shares experiences openly
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

10. As a mentor teacher..........

I've never understood the value of standardized tests and what they tell us	between 1 & 3	I have knowledge of several aptitude and achievement measures	between 3 & 5	I use tests as diagnostic indicators within my teaching and planning
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

11. As a mentor teacher..........

I know many classroom strategies for disciplining children that I share with the beginning teacher	between 1 & 3	I watch for disturbances in the beginning teacher's classroom so that I can help	between 3 & 5	I am aware of the policies and procedures of referring students to the principal
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

12. As a mentor teacher..........

My principal never trusts my judgment of the beginning teacher's ability	between 1 & 3	My principal offers me support and encouragement when necessary	between 3 & 5	My principal provides feedback on a regular basis regarding my efforts and provides support
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

13. As a mentor teacher..........

I never use group work in my class 1	between 1 & 3 2	I group my students and ask them to complete a project 3	between 3 & 5 4	I am familiar with a variety of group strategies and grading procedures 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

14. A a mentor teacher..........

I lecture more than 80% of the instructional time 1	between 1 & 3 2	Occasionally, I use transparencies, T.V. and guest speakers in presenting my materials 3	between 3 & 5 4	I vary my teaching techniques daily to add variety and meet individual needs 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

15. As a mentor teacher..........

I do not belong to any professional organizations 1	between 1 & 3 2	I am a member of several professional organizations 3	between 3 & 5 4	I rely on professional organizations for many unique ideas in keeping up-to-date in my profession 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

16. As a mentor teacher..........

I do not know our school psychologist, curriculum resource person or media specialists 1	between 1 & 3 2	I know the school psychologist, curriculum resource person and the media specialists 3	between 3 & 5 4	I utilize the services of the curriculum resource person, school psychologist and media specialist 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

17. As a mentor teacher..........

I seldom have time to plan individualized activities so students can work independently 1	between 1 & 3 2	I ask individual students to work together quietly until I can help 3	between 3 & 5 4	I plan and create learning centers that can be used by individual students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

18. As a mentor teacher..........

When I observe a beginning teacher's noisy, disorderly classroom I ignore it 1	between 1 & 3 2	I know that the beginning teacher has class rules for the class 3	between 3 & 5 4	I am pleased with the discipline practices and confidence the beginning teacher has with the students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

19. As a mentor teacher..........

I know the policy handbook needs to be revised so I do not refer to it 1	between 1 & 3 2	I remind the teacher to look at the policy handbook when rules are broken 3	between 3 & 5 4	I review the procedures described in the policy handbook with the beginning teacher 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

20. As a mentor teacher..........

I feel incapable of providing for the needs of special education students in my class 1	between 1 & 3 2	I understand the law regarding special education students 3	between 3 & 5 4	I work with the special education teacher to meet the needs of the special education students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

21. As a mentor teacher..........

I feel parents are of little value and should not be considered in determining the educational end for their child	between 1 & 3	I've discussed parent-teacher conferences with the beginning teacher	between 3 & 5	I've discussed the procedures for effective parent-teacher conferences and the value of keeping on-going files of the students' work
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

22. As a mentor teacher..........

I keep my course of study in the upper left hand drawer of my desk	between 1 & 3	I've gone over the course of study with the beginning teacher	between 3 & 5	I've developed classroom materials for lessons that come out of the course of study
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

23. As a mentor teacher..........

I do not help the beginning teacher to organize time	between 1 & 3	I can identify ineffective group work because of the beginning teachers poor time management	between 3 & 5	I share effective time management and organizational skills with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

24. As a mentor teacher...........

I assume the beginning teacher knows several techniques for motivating students 1	between 1 & 3 2	I have suggested several references which describe techniques to use in motivating students 3	between 3 & 5 4	I am prepared to discuss and demonstrate several techniques for motivating students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

25. As a mentor teacher..........

I lack the reference materials and supplies necessary to help the beginning teacher 1	between 1 & 3 2	I have a few personal reference materials and supplies I can share with the beginning teacher 3	between 3 & 5 4	I have adequate reference materials and supplies to share with the beginning teacher 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a paragraph.

My greatest concern about being a mentor at this point in time is...

Please respond to the following sentence stem by writing a paragraph.

I was chosen to be a mentor because...

SS# _ _ _ _
(last 4 digits)

NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that Franklin County and OSU can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School district________________________________Date______________

Age________ Sex______Grade level/subject taught____________________

Total number of years teaching experience__________________________

Highest degree completed____

Place where educational training was received_____________________

____

Area of preparation or certification

Major______________________________ Minor______________________

Race: (Circle One)

A. American Indian
B. Asian American
C. Black American
D. Hispanic, Spanish - surnamed American
E. White American
F. Other____________________________

APPENDIX A-2

Reflectivity Packet

Reflectivity Packet

Franklin County/OSU Induction Project (OERI)

Kenneth R. Howey and Nancy L. Zimpher
College of Education, The Ohio State University

FORM #1

CONFERENCE REPORT FORM

Inductee ______________________ Name ______________________

Mentor ______________________ District ______________________

1. What problem or concern did you discuss?

2. What strategies were proposed for resolving the problem/concern?

3. What were your general reactions to the conference?

FORM #2

PROBLEM ANALYSIS

Forces for resolving. . .	**Forces against resolving. . .**

FORM #3

The Critical Event Form

The use of the Critical Event Form is provided for you to formulate conclusions about the concerns or problems you may have as a mentor or beginning teacher.

Critical Events are the parts of professional experiences which have particular importance and meaning to you. Such events will frequently evoke feelings and thoughts which can be formulated into personal theories to guide actions in educational settings.

In reporting a Critical Event it is important to describe a specific event and to separate description from interpretations and conclusions.

Specifying an event. Focus on problems or concerns that occur within your experiences in the school setting either at the classroom, building, or district level. Decide the particular problems or concerns and the factors influencing them which are most pertinent to your feelings and thoughts.

Separating description from interpretations and conclusions.* Accounts of what happened in situations often contain a mixture of information and facts (low inference; description) and value statements, observer inferences and observer characterizations (high inference; judgments). The report form is divided into two sections. In the description section, statements should contain the observed circumstances and behaviors. In the judgment section, statements should contain your feelings, thoughts, and conclusions.

Provided below are some questions which may help to distinguish between description and judgment:

1) Does the description provide an adequate account of the relevant aspects of the educational situation?

2) Does the description contain specific, concrete illustrations of the relevant aspects of the educational situation?

3) Is the description free from statements of inference?

4) Is the description free from characterizations?

The judgment section should contain the following:

1) Statements of value attributed to the situation;

2) Inferences about the nature of the situation (overall meaning of the situation);

3) Statements of opinion and judgment.

---

*Duncan, James K. and Jahnke, Jessica, J. (1980). Climate for Learning: Evaluation Component. Bloomington, IN: Phi Delta Kappa.

FORM #3

CRITICAL EVENT REPORT FORM

Name: ______________________________

Date: ______________________________

School District: ______________________________

Describe an event related to your concerns or problems as a teacher leader which had a significant impact on you. First, describe the factual circumstances and behaviors of the event. Second, state your feelings, thoughts, and conclusions resulting from the event.

Description of the Event	Judgment of the Event

Overall Conclusion

FORM #4

Logs and Journals

Journals can be used to record

- emotions
- observations
- questions
- reflections
- puzzles
- discoveries
- assumptions

Many people have found that the act of writing in a journal helps them to process their experiences. Puzzles and assumptions are often surfaced, and issues and conflicts often become clarified, as one reflects through writing. Increasingly, diaries and journals or written logs are being employed as a useful source of data in studies that attempt to document changes in thinking and acting over time. For the person writing the journal, as well as colleagues or others working collaboratively with the person, the journal can be an invaluable tool for personal/professional development and research.

Since a journal is a personal record, its format is a matter of personal style. Many people prefer to use paper with a wide left-hand margin so that notes to themselves, reflections or corrections, and other notations or afterthoughts can be added after the main entry has been written. Others write on alternate pages or prefer a different format. Some people write in their journals daily; others write more or less often, depending on their purposes for keeping a journal and the rhythm of their routines and opportunities for reflection. Personal writing styles vary. Some people use an anecdotal style; others write in more elaborate prose. Again, the purpose of the journal and the writer's preference will determine the style.

On the following page is a sample from a journal of an imaginary teacher reacting to an actual teaching experience. This sample may illustrate more concretely the form that a journal may take. Yours may be very different. You may want to experiment with several styles or formats before you find one that works for you. The important thing is that the journal be a tool that is helpful to you in your continuing effort to become a more effective practitioner.

FORM #4

Example of Journal Entry

December 9,

This is crazy! I felt like I was sitting with my motor running all evening. I have a ton of papers to grade--all due tomorrow and they've got me sitting through this stuff which just sounds like a bunch of forms. When do I ever get time to reflect anyway, and what's the payoff?

Talking to other teachers at the break helped. At least I learned that we all have time problems, papers to grade, etc. I guess it's kind of good to get together and compare notes.

(Maybe I can use this stuff! We'll see.)

December 10,

I need more time to write on this reflection thing. Maybe I did a little reflecting in between the papers. Sometimes I don't allow myself enough quiet time. The classroom is too noisy and hectic; I hate the lounge. I have no place during the school day to call my own. So, I have a plan. Each night before I catch the car pool, I'm going to spend five minutes just making some notes about the day. . .

(A plan)

FORM #5

THE MINUTE PAPER

A professor of physics who was considered to be an excellent teacher was asked what he does to find out if students are understanding him or not. He answered that he finds out because of his minute papers.

Students are given a minute to write answers to two questions. Four or five times during the quarter he arrives early and writes these two questions in the corner of the board:

1. What is the most significant thing you learned today?
2. What question is uppermost in your mind at the end of this class session?

One minute before class ends, he asks students to take out a piece of paper, sign it, and answer the two questions in one minute.

The papers provide excellent feedback on whether students are understanding, and whether there are important questions which the teacher should respond to.

Other benefits of the one minute paper include:

It requires more active listening from students.

It helps in identifying students who are in need of special help or who may lack adequate preparation for the course.

It improves students' writing. Responses during the last weeks of class are longer and more articulate than those during early weeks.

The one minute paper helps document for students that they are indeed learning something in the course.

FORM #6

The Self Interview

(To be conducted with tape recorder)

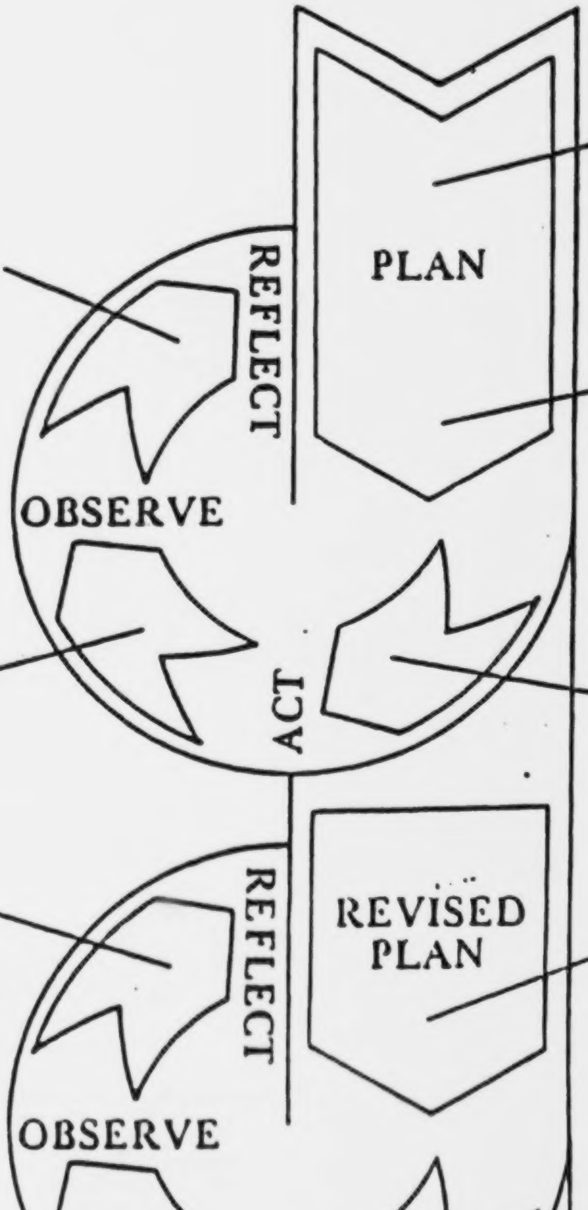
The self-interview tape is a way of conducting a personal dialogue about your classroom teaching and/or teacher role. You may talk to yourself about any number of issues, problems or events that have or are occurring to you in your teaching life. In order to systematically move through this exercise, please use the following questions as a guide to your personal interview (not to exceed 30 minutes).

1. Say day, month, date, and year (e.g., "Monday, December 9, 1987")
2. Say "Self-Interview Number ____________."
3. What is the focus for this interview? Describe the issue/problem/event in detail.
4. What conditions are impacting on this issue/problem/event?
5. What are some feasible directions you can take in resolving your concern?
6. What are your next steps?

Exhibit 12

Action Research in the Classroom

Figure 3: Action research in action



My students think th science means recallin facts rather than a pro- cess of enquiry. How c I stimulate enquiry in my students? Change th curriculum? Change y questioning? Settle on questioning strategies.

Shift questioning strateg to encourage students to explore answers to ir own questions.

My enquiry questioning is disrupted by my need to keep control in ways the class expects.

Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a dairy.

Try questions whi students say what mean, what interest them.

Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?

Continue general a but reduce numbe control statements.

Record on tape questioning and control statements. Note in diary effects on student behaviour.

Use less control statements for a couple of lessons.

The four 'moments' of action research

Before proceeding to examine a practical example of action research let us pause to emphasise the four fundamental aspects of the process and the dynamic complementarity which links them into a cycle. To *do* action research one undertakes—

- to develop a *plan* of action to improve what is already happening,
- to *act* to implement the plan,
- to *observe* the effects of action in the context in which it occurs, and
- to *reflect* on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

- It encourages the development of the rationale for the practice under investigation, and for others related to it.
- It helps to allow the enquiry to be seen as a 'project' rather than as a personal and introspective process
- It helps to clarify unforeseen consequences and ramifications of the work
- It makes defining the issues easier because explaining the project to others demands clarifying one's own thinking
- It helps to get moral support and to see the limits of support (others may not be so captivated by the project as oneself)
- It allows others to help, and to become involved in a constructive participatory way
- It aids reflection by providing a variety of perspectives on the effects of action and the constraints experienced.

Guidelines for An Action Research Project

We will not meet as a total group during Winter or Spring Quarter. However, we are asking that you complete one action research project by May 1, 1987. This project should be a collaborative effort with the mentor assisting the inductee in the design and conduct of a short-term, focused study. The main elements of action research as espoused by Hopkins and Haysom are reviewed below. We want a brief report of your project which would incorporate most of these elements. We will review these action research procedures in class and also provide you the remainder of classtime to go through two inventories, one focusing on school practices and conditions and the other on teaching behaviors. These inventories are designed to assist you in identifying a problem or area of interest for study.

The primary purpose of the action research project is to further develop your professional expertise and judgment (Hopkins, p. 14); to increase your understanding of teaching and schooling.

A secondary purpose, as we have noted from the outset, is to contribute to a productive and harmonious working relationship between mentor and inductee by having you work together to understand and improve some facet of teaching or schooling.

We endorse the definition of action research as a personal attempt at understanding, as trying out an idea in practice and reflecting on the effects of such with a view of improving or changing something important to you.

There are suggested criteria for deciding on a classroom research project:

a) it should have practical utility and be a matter of personal interest and importance to the teachers involved;

b) it should not interfere with or distract from the teaching commitment - a teacher's primary job is to teach;

c) it should be feasible; data collection should not be too demanding;

d) it should be designed carefully enough to test a problem or question(s) raised by the teacher;

e) it should pay close attention to ethical procedures (see appendix B, Hopkins)

The action research project should involve the following steps:

1) It should have a statement of purpose - What is the project trying to understand?

2) It should have a brief rationale - Why has this aspect of teaching and learning or the school context been selected for study?

3) It should briefly describe the action research design in terms of:

   a) the problem(s), practice(s) or conditions which will be studied;
   b) any hypothesis which might be made about the effects of certain actions or conditions which will be studied;
   c) data collection strategies including:

      I) what data will be collected;
      II) from whom;
      III) how often (if applicable);
      IV) in what manner (Hopkins in Chapter 6 reviews the pros and cons of the following research procedures: field notes, audio tape recordings, diaries, interviews, video tapes, questionnaires, sociometry, documentary evidence and photography. In addition both Hopkins (Chapter 6) and Hayson (Chapters 4 and 5) provide multiple examples of guidelines for systematic observation in the classroom.)

4) If there were attempts to validate the data or information collected, these should be shared. This would speak to the frequency with which certain observations were made and in what settings or any attempts at triangulation (gathering accounts of a teaching or learning situation or school condition from different points of view). These concepts are elaborated upon briefly by Hopkins on p. 110-112).

5) The data collected should be interpreted. This calls for a brief explanation of what was found in terms of the meaning the teacher and mentor attached to the data collected. Hopkins discusses frames of reference for interpreting and understanding data on page 113. What you believe your data indicates can be filtered through theory, research, or conventional wisdom, if appropriate.

6) A plan of action should be developed after reflecting on the data collected; a concise plan for future action should be outlined. The data you collected might or might not suggest changes. If they support maintaining present practice or conditions, you should explain why. If not, you should briefly relate your proposal for change to what you found in your study.

7) Provide a brief evaluation of the action research plan which you implemented. In 2 or 3 paragraphs, review the major benefits of this endeavor, problems encountered and a few suggestions for what you would do different another time.

The following reflects an outline of the project to be completed by May 1 and included in your Action Research Notebook.

Title of the Action Research Project

1. Statement of Purpose
2. Rationale
3. Action Research Design
4. Validation of Data
5. Data Interpretation
6. Plan of Action
7. Evaluation of the Project

Technique	*Advantages(s)*	*Disadvantage(s)*	*Use(s)*
Field Notes	simple; on going; personal; aide memoire	subjective; needs practice	• specific issue • case study • general impression
Audio Tape Recording	versatile; accurate; provides ample data	transcription difficult; time consuming; often inhibiting	• detailed evidence • diagnostic
Pupil Diaries	provides pupils perspective	subjective	• diagnostic • triangulation
Interviews and Discussions	can be teacher–pupil, observer–pupil, pupil–pupil	time consuming	• specific in depth information
Video Tape Recorder	visual and comprehensive	awkward and expensive; can be distracting	• visual material • diagnostic
Questionnaires	highly specific; easy to administer; comparative	time consuming to analyse; problem of 'right' answers	• specific information & feedback
Sociometry	easy to administer; provides guide to action	can threaten isolated pupils	• analyses social relationships
Documentary evidence	illuminative	difficult to obtain; time consuming	• provides context & information
Slide/Tape Photography	illuminative; promotes discussion	difficult to obtain; superficial	• illustrates critical incidents
Case Study	accurate; representative; uses range of techniques	time consuming	• comprehensive overview of an issue • publishable format

FIGURE 6.5 *Taxonomy of classroom research techniques*

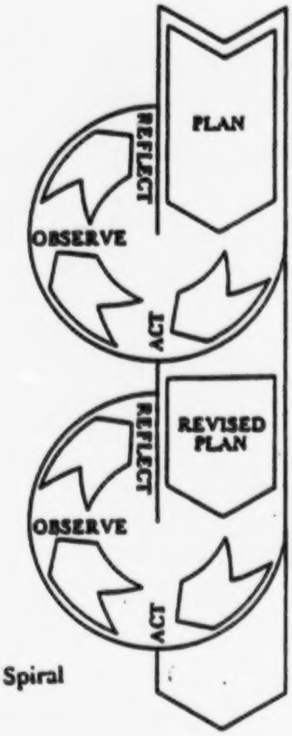
APPENDIX A-3

Action Research Project

THE YEAR IN REFLECTION

The Franklin County/OSU Induction Project

Abstracts of Mentor and Inductee Action Research Projects, First Edition


PLAN
REFLECT
OBSERVE
ACT
REVISED PLAN
REFLECT
OBSERVE
ACT

The Action Research Spiral

May 12, 1987
Southeast Career Center

AGENDA
May 12, 1987
Southeast Career Center

4:30 p.m. - 4:35 p.m.	Welcome Nancy Zimpher
4:35 p.m. - 5:00 p.m.	"The Right Stuff: Essential Elements for Structuring an Induction Program" Presenters: Cheryl Hilton Sherry Kuehnle Brenda Stallion Eva Weisz
5:00 p.m. - 5:30 p.m. Room 204C	Action Research Presentations Session 1: "Establishing an Intervention Team" Lana Borders Patty Lee Helen Mauru Joan Quinn Marilyn Wagner Groveport Freshman School
Room 204D	Session 2: "Homework: High Grades? High Stress?" Linda Getzendiner DiRosario Cathy Wilson Dublin Middle School
Room 204E	Session 3: "Impact of the Computer on Student Writing: Chris Bowser Sharon Butterfield Groveport Madison Middle School North
Room 204F	Session 4: "Self-Selected Spelling Words for Elementary School Children" Barbara Hyre Margie Rogers Dublin, Riverside Elementary
Room 208A	Session 5: "Promoting Student Success with Effective Parental Interaction (or How Not to do a Survey)" Katrina Barringer Beth Browning Dave Caperton Pat Howell Debbie Kurtz Carol Lowe Katie McGinty Anita Mughrabi Pam Raver Joyce Stevens-Brown Stacie Topougis Hamilton High School

5:30 p.m. - 5:45 p.m.	Awards Presenters: Ken Howey, OSU Carol Lowe, Hamilton High School Shirley Scholl, Franklin County Office
5:45 p.m. - 6:00 p.m.	Completion of Mentor and Inductee Evaluation Forms
6:00 p.m. - 6:30 p.m.	Dinner - compliments of Wendy's

To all the mentors and all the inductees
who reflected, inquired, and
made their classrooms a great place
for children to learn
during the 1986-87 school year

The Effects of Positive Reinforcement and Punishment on the On-Task Behavior of Elementary Aged Children

Beth Fishking, Jackie Boger, Suzee Tuller, Martha White

HAMILTON LOCAL--CENTRAL ELEMENTARY

The purpose of this study was to determine the effects punishment and positive reinforcement have on on-task behavior of elementary-aged children. One child from kindergarten, one from second grade, and two developmentally handicapped children who exhibited off-task behaviors were chosen to participate in the study.

The first three days, baseline was taken. For the next five days, two teachers implemented the punishment phase while the other two implemented the positive reinforcement. The teachers then switched the intervention procedures used - the two that had used the punishment now implemented the positive reinforcement and those that had used the positive reinforcement now used the punishment phase.

The results of the study indicated that the on-task behavior improved during both intervention strategies, but at a much greater level and with more consistency when positive reinforcement was used. There did not appear to be significant differences among grade level or mental ability.

Impact of the Computer on Student Writing

*Chris Bowser and Sharon Butterfield

The purpose of our study was to look at student writing to see if using the computer would make a difference in the actual quality of the writing.

In order to complete the project and graph the results, we met in the computer room one period each day for four weeks during fifth period class. We learned that my students created more coherent and unified paragraphs, and they also demonstrated more success with capitalization and punctuation. Using the computer during the writing process produced more creative work. The fact that it was easier to add and eliminate ideas contributed to a higher creativity level among students. Also, the controlled environment and the higher amount of individualized instruction played a major role in the added creativity of the students. As a result of my study, I can now use the computer for various creative writing assignments.

*Groveport Madison Middle School North

Self-selected Spelling Words for Elementary School Children

Margie Rogers and Barbara Hyre

Dublin--Riverside Elementary

Student feeling of ownership has been demonstrated by Atwell, Graves, Calkins and others to be an important part of their motivation to learn in writing. In our study, we wanted to determine whether student ownership could be used as a motivating tool in learning spelling as well. We had spent the first 9 weeks using the McDougal-Littell spelling program furnished by the school district, but felt that there was little, if any, ownership inherent in this program. This was evidenced by lack of student interest and a low level of assigned homework being turned in. Following some personal research, we decided to attempt a self-selected spelling program where students chose their own spelling words for each week, as well as their homework activities, in order to test whether there would be any improvement.

Our results show an overshelmingly positive response. Eighty-nine percent of the students were very enthusiastic about the self-selected program. Only two voiced any support for the textbook program (one wanted the text because it was easier!).

Vicki Keck and Patty Lutgen

Groveport Madison Middle School South

Behavior Management Study

The problem needing to be solved was the off-task behavior of students in my two classes: Language Arts and Social Studies.

First, my mentor observed in both classes collecting baseline data on the behaviors. Next we designed room arrangement. This alleviated, but didn't stop all the problems. So we concluded that a behavior managment program was necessary. This was set up with a corresponding set of rules, consequences and rewards - chosen by the students.

We monitored the behavior at the onset and again during the last nine weeks of the school year. Our results showed that initally the program was successful. But as time went on the older students became disinterested and signs of previous behaviors began to appear. It is apparent that the management plan needs to be revised. Means for motivating the older students need to be identified.

ESTABLISHING AN INTERVENTION TEAM

Lana Borders, Patty Lee, Helen Maurer, Joan Quinn, Marilyn Wagner
Groveport Madison Freshman School

Each year there are about 30 students who do not pass the 9th grade. To assist these students in problem areas so that they could successfully complete the ninth grade, we decided to form an Intervention Team.

The team began by identifying students who were repeating 9th grade and who were in danger of a repeat failure and also additional students who were at high risk of failing 9th grade coursework for the first time. A group conference with all teachers of the identified students helped to establish patterns of behavior peculiar to each student. We also brainstormed for workable strategies stressing student strengths.

A contract indicating the student's goals to improve classroom performance was affirmed by the student, the Intervention Team member, other teachers of the student, parents, and guidance counselor. Frequent follow-up with the student and teachers plus personal attention toward the student by the team member seemed to be most effective when students were motivated to want improvement for themselves.

The success of the project, though limited by time, indicates its worthiness and a need for its continued refinement. A communication network between teachers seems to enhance some students desire and ability to improve academic performance.

HOMEWORK: HIGH GRADES? HIGH STRESS?

Cathy Wilson, Linda Getzendiner DiRosario
Dublin Middle School

Our action research project was based on several different facets of homework. We wanted to examine the stress it causes to parents and students; how much parents help with assignments; question parents' perceptions of time spent, usefulness and appropriateness of homework; and compare the findings between sixth and eighth grade parents. Our rationale for choosing this topic is that homework at the middle school level is imperative for active participation, and we wanted feedback on its usage to reflect our practices as teachers in the classroom.

We collected data by sending home a questionnaire to survey the research. Upon their return, we calculated the data and found that homework causes stress to students about 55% of the time and 40% to parents. We also found that parents help with written homework assignments 55% of the time and help drill or study for tests and quizzes 67% of the time.

This study was well-received by the parents and was a key public relations tool for involved, as well as not usually involved parents. It has provided us with valuable information in developing future homework assignments that may involve parents. It has also raised our consciousness about homework benefits, as well as its stressful effects and quantity.

Tactical Emplacement Discipline in the Music Classroom

Barbara Boring
Groveport Madison--Dunloe Elementary

One of my goals as an elementary vocal music teacher is to instill in my students self-discipline as a result of known expectations regarding behavior in the music classroom.

The purpose of my study was to evaluate the affect of various seating arrangements on the learning climate. Do children, given assigned seats, learn more than children given freedom to sit where they choose?

The question is raised by my observation that some of my colleagues who use similar materials in similar settings do not assign seats as I do.

I used personal observation using the two methods, conducted a survey of colleagues who use different methods, and administered a questionaire to the students of the classes involved.

After experimenting with the teacher assigned seats verses student "free choice" seating, I found that assigned seating arrangements provided my students with guidelines for expectations and behavior and used wisely the time alloted for music. Much off-task behavior occurred during periods using the free-seating option.

Gail Hetzler and Don McMullen

Groveport Madison Middle School South

Various principles of classroom discipline was the focus chosen for our action research paper. Due to the placement of the class rooms, we realized that discipline would definitely be an important issue throughout the year. Our classrooms are small (actually one room divided by boards and surrounded by traffic from physical education and activity from the media center.

The ten principles researched were the focusing principle, direct instruction , the monitoring principle, modeling, cuing, environmental control, low profile intervention ,assertive discipline, the I-message, and principle of positive reinforcement.

Our findings seem to indicate that discipline is individual and must conform to the physical environment of the room and also must fit the teacher's style of teaching.

"Promoting the Love of Reading"

Contributors: Ruth Bitler, Brenda Sims, Jennifer Todd, Joan Goode, Vicki Albrecht, Susan McCann, Jodi Kennedy, Eve Davis, Donna Friedman, Mary Sittler, Carolyn Butler, Marsha Playko, Billie Runyan, and Chris Myers.

GROVEPORT MADISON—GLENDENING ELEMENTARY

Concerns and interest as a staff in the nurturing of lifelong, independent readers, led our staff to pursue a study to determine if childrens' attitudes toward reading changed when the traditional basal reading approach was supplemented by a more literature based, activity oriented approach. It was our belief that the basal reader teaches children how to read, but not necessarily the desire to read. It was our belief that classroom teachers can create a more appropriate environment focusing on literature which will promote the love of reading and help children become lifelong readers.

Our research design focused on literature in which participating staff members in grades K-5 provided their students an additional thirty minutes each day (for a period of ten days) specialized activities beyond the basal reader. Students were administered attitude inventories prior to the implementation of the specialized activities, and again at the culmination of the ten days of specialized activities. Staff members compiled a multitude of activities which promote the love of reading from which to select from and logged the specific activities utilized.

The data collected in the pre- and post-test attitude inventories generally was insignificant with the exception of one grade level. A number of factors have been identified in the final paper which may have contributed to these results.

Motivation

Anna Gibbs & Bev Steger

Groveport Middle School South

Anna's interest in motivation of her EMR students in grades 6-8 led to her development of a program of individual rewards. During the first few weeks of school she constructed an interest inventory which her students filled out, providing her with several types of reward ideas.

Using these ideas she developed a banking system where the students "earn" points which allow them to "buy" rewards. This system also made teaching the banking unit relevant to her students.

The bank reinforcement system was successful in that much of the class disruptions decreased. The students formed better classroom behavior habits.

LET'S "CHECK OUT" MAINSTREAMING

Sharon Balog, L.D. Teacher   Myra Dauzvardis, Quest Teacher
Groveport Middle School

My concern in mainstreaming students to "regular" classrooms led meto develop a checklist for mainstream teachers. The purpose of my checklist study was to determine areas in which students needed further assistance and direction to "survive" in the regular classroom setting.

My reports were handed to mainstreamed teachers every month, for 3 months. In turn, the reports assisted me to aid the Learning Diabled student on problem areas he/she was experiencing in regular classroom work. The mainstreaming report included the following areas; 1) assignments student needed to complete 2) general classroom management 3) overall cooperation with adults & peers 4) quiz and test scores 5) class work completed and turned in on time 6) class behavior.

The reports are to be a part of a total mainstream program. L.D. students in regular classes are scheduled for a supplemental study hall with the resource teacher. This checklist will help keep the lines of communication open between both teachers, which can only benefit the student. Mainstreaming must be a " team approach" with effective cooperation between regular and special education teacher. This report establishes a periodic evaluation of the student's progress in the regular class without it seeming an endless chore of paperwork.

Television vs. Study Time

Jennifer Godfrey, Lisa Goulding, Myrna Murray,
Linda Neth, John Neth

GROVEPORT MADISON

The purpose of this study was to determine the extent of time a variety of students spend in the evening in non-school related activities-- specifically the amount of time spent watching television for the younger students and including time at work for the older ones. With a base of known time spent away from school related activities an examination of: 1. students grades, 2. attention span, 3. negative behavior, and/or 4. excessive sleepiness in class was examined. Each teacher (5 in all) from kindergarden through high school presented students with lists of TV programs. Students marked programs they watched the night before. From this list the amount of time spent and an approximate bed time was developed. Secondarily the type of program watched was also noted. The high school students were ask for TV programs watched and time spent at work or other activities.

There was a correlation between time spent and low grades but there were notable exceptions. Various methods of personal intervention can then take place based upon the non-school time lifestyle of the students. It was also noted that many lower elementary students were watching programing not designed for their age level. Those items were documented and may warrent further investigation.

READING APPROACHES - BASAL SERIES VERSUS LITERATURE

Molly Smith and Joyce Sabgir

Dublin--Riverside Elementary

As third grade teachers in a building using two different approaches for teaching reading skills, we decided we wanted a better understanding of the programs being used. Were more teachers using the basal series or literature for skill instruction and why? What method was preferred by parents? by students? By gathering this information we would have a better understanding of the instructional background of our students, be able to better prepare them for the next grade level and meet the interests of both parents and students.

To gather our data we formulated a four page questionnaire for teachers regarding their methods of teaching reading skills, a three item questionnaire for parents of our third graders, and a one minute question was posed to our students. Results of the teacher survey showed a declining usage of the basal series as grade level increased. In contrast use of literature for skill instruction increased as the grade level went up. Third grade seemed to be the turning point between the two programs, which indicated as third grade teachers we were in a very pivotal position. It was our job to help our students make this transition. Parents, in general, seemed to prefer a method of instruction combining the basal series with literature. Children indicated a strong preference for learning through literature. Being of the literature persuasion, we were delighted with this result, but were able to see a possible need for continued in-service in this approach as voiced by some teachers.

Jacque Merz & Sheila Allen, High School L.D. Teachers

Groveport Madison

As teachers of learning disabilities, our primary concern is the least restrictive and most appropriate placement for each of our students. One of the members in our sophomore classes has been exhibiting unusual behavior as well as not progressing academically. In order to recommend future changes in educational placement objective data was necessary. Observations were made by both of us and regular classroom teachers while he attended both special and mainstreamed classes. The observer was to note by the minute for 10 minute increments on or off task and the specific behavior.

As a result of the data, our concerns and hypotheses were validated. The comparison of behaviors and off-task percentages between L.D. classes with behavior management techniques and modifications with larger mainstreamed classes and no modifications shows no significance. Behavior is consistent throughout the student's day. The data corroborates our recommendation for a different special program and the need for this to be initiated as soon as possible. An indication of our success, so far, is the support of our supervisor and diagnostic team as well as the building administrators.

"The Effects of Varied Learning Channel Activities and Massed Practice on the Short Term and Long Term Retention of Spelling Words for Second Graders"

Contributors: Anna Humphrey, Beth Worley, Jeanne Saum, and Joyce Schneider.

GROVEPORT MADISON--GLENDENING ELEMENTARY

As 2nd grade teachers, we have been concerned about helping our students - especially our students with weaker academic skills in Language Arts and Reading - develop spelling skill. Students with weak Language Arts and Reading skills struggle a great deal as the spelling lists become increasingly difficult (including long or irregular vowels, silent letters, etc.) After having a learning styles survey administered to our students, we decided to design study.methods and Spelling lessons that would include all learning channels as well as incorporating what we had learned about massed practice through EEI. Our theory was that if we used students various learning styles, as well as massed practice theory as opposed to teaching from the workbook alone, our students would learn and retain more spelling words - both for the short term and long term.

We chose two previously taught spelling units where many students showed difficulty. We post tested these two units two and six weeks after they were taught. We then wrote comparable lists of new words and taught each for a week using our lessons and study centers of various learning style activities and massed practice. At the end of each week we administered tests and also administered a post test two and three weeks after the units were taught.

As we had expected our better students did as well using the new methods and our weaker students generally spelled more words correctly using the new methods - both on short term and long term tests. We have found the new methods help our students retain words better for short and long periods of time and we plan to continue using them.

Homework Envelopes

Cindy Pence and Franny Harris Kruger

GROVEPORT MADISON—DUNLOE ELEMENTARY

Our interests in this project arose when we discovered that a problem existed in both of our rooms; the lack of students returning their homework. Thus, our purpose was to devise a means for students to return their homework on a regular basis.

Our rationale for implementing a homework envelope centered on improving our past efforts of insuring that homework would be promptly returned. We had tried a homework sheet, study room etc.

We planned our design around our problem. The data we collected in the past four months was plotted on an upward design graph. It demonstrates how well three selected students returned their homework before the interventive envelopes were introduced, when they were introduced, when they were taken away, and finally, when they were used again. Our overall analysis of our action research design proved it was effective.

* Jody Read, Gretchen Friend, Amy Wensinger

In order to obtain information concerning "How Students Think and Feel about Classroom Activities" we created four surveys entitled:

1. Activities in the Classroom
2. Rules of the Classroom
3. Rewards
4. Classroom Arrangement

"Activities in the Classroom" focused on the various types of teaching methods utilized in Mrs. Friend's room. The students ranked ten activities on a scale from 1 (being hate) to 5 (being love). Working in pairs, working in small groups and playing games that relate to the material were the most favored activities. Doing review questions and long term projects of reports were the least popular tasks.

"Rules of the Classroom" was not only to see how the students viewed roles in general but also how they felt about the specific rules of the classroom. Almost every student thought rules were necessary. Most thought the classroom rules appropriate and easy to follow.

Because motivation can sometimes be a big problem in sixth grade, our third survey dealt with rewards. The two most popular forms of reward were receiving a "free homework pass" and holding class outside during nice weather. The two least favored rewards were work displayed and name being called out in class for recognition.

The "Classroom Arrangement" survey showed that children preferred to be by their friends . Another major factor regarding arrangement was to be where the board and teacher were visible. The two favorite arrangements described by the children were to be either in blocks of four or pairs. In general, children want the best of both; they want by their friends and in a place where learning will be more easily facilitated.

*GROVEPORT MIDDLE SCHOOL SOUTH

* Gary Townley, fifth grade teacher

As a first year teacher, I wanted to receive, gather and interpret feedback about my students. Visual observations of behaviors (and the frequency there of) are a great indicator to any teacher. He/She can adjust the manner of instruction to best "fit" his/her classroom and students. I however, wanted to go one step further. I wanted feedback from my students (that I could gather quickly and easily) that would tell me on a more personal level, how/what students in my classroom are thinking. I also wanted to know if how I perceive what is going on in the classroom is what the students perceive as to what is going on in the classroom.

The data I gathered and interpreted was from a collection of "premade" questionaires and surveys. They ranged in topics from favorite/best teachers and subjects to what one does in his/her spare time. Summaries of the research told me a lot about how my students see me and feel about the class, and the fifth grade in general. Many students felt the same way concerning a particular subject or responded similarly to a question. On the other hand, some student responses to a particular question were complete opposites. For example: one student responded to the question "how do you know when your teacher is angry?" with "he yells". Another response to the same question was "he is silent". Perhaps one time, I did raise my voice and that is what one particular student remembers.

In talking with other teachers about student responses to questions on questionaires, I have come to realize that I shouldn't take every student answer "to heart". I realize that every student is an individual and has his/her own opinion of me and my classroom. I believe that by using several surveys, questionaires, and minute papers will help me to understand why a student feels the way he/she does. I can then adjust my teaching to meet that individual students needs. This information, when gathered at various times throuhout the year, will help keep me informed as to who my students are.

*Dublin--Olde Sawmill Elementary

Assessing the Growth of First Grade Students in Creative Writing

Sara J. Gahm and Betty Jenkins

Groveport-Madison, Sedalia Elementary

First grade teachers have the responsibility of teaching the three R's. Reading is of upmost importance. Math skills and teaching the mechanics of writing are important. There is very little time to teach creative writing. We developed a concentrated program for six weeks to measure the growth in creative writing of the first grade students. We wanted to improve the quality and the quantity of their creative writing. The students experimented daily with different kinds of topics and pictures, story starters, weather report booklets, daily logs, to finally writing their own books.

After doing creative writing each day for six weeks, we evaluated their work. We graphed the progress of six students. There were two students from each ability group. The graphs indicated that all six students improved their creative writing skills.

We decided after completing the action research, it would be interesting to do the project again and measure the increase of the students according to their achievement to see which ability group made the most significant progress.

This project was not only profitable for the students but also very enjoyable.

School Performance and Student Attitudes

Patty Fletcher and Barb Harsh

Groveport Middle School South

As middle school teachers, we were interested in student attitudes and feelings. We decided that we should give an interest inventory and compare responses from seventh grade regular students and middle school D.H. students. We compiled a list of statements dealing with interpersonal relationships, self esteem, home environment, and school environment. Students were then grouped by ability into high, middle and low categories.

After collecting information from the inventory, we found that generally successful school performance and attitudes toward the total environment were closely related. Those students who experience success also feel good about themselves. Those students who experience the least success (regular class-low ability) have the lowest percent of positive responses.

Promoting Student Success with Effective Parental Interaction

Katrina Barringer, Joyce S. Brown, Beth Browning, Dave Caperton, Pat Howell
Debbie Kurtz, Carol Lowe, Katie McGinty, Anita Mughrabi, Pam Raver,
Stacy Topougis. Hamilton Local

As classroom teachers we have continually observed insufficient contact between parents and their children regarding students' scholastic success. We believe that such contact is essential to the students' academic well-being. Therefore, as a group, we decided to develop a project that would actively involve parents in their children's academic performance.

As a preliminary step, we employed a written survey to gather data which would enable us to create a program to facilitate communication between parents and children. We mailed 100 surveys to the parents of targeted groups of freshmen and sophomores. We were interested in determining the amount of time parents spent discussing academic performance with their children. Other information sought included parental attitudes towards homework, parent/teacher conferences, the school's job performance, and educational values.

Unfortunately, despite accepted validation procedures, the survey did not prove to be entirely valid. On several items, parents' answers indicated widespread misunderstanding. In many cases, questions were not answered, thus skewing the statistical analysis. However, the survey did provide some usable data. We believe we have reliable information regarding parental expectations of the school's performance, parents' educational levels and the use of rewards/punishments for academic achievement.

After the group spent several sessions pouring over raw data, we realize we were unable to derive sufficient information to complete our study. We concluded that a postal survey was not an appropriate means of eliciting responses from our targeted groups. Therefore, we are in the process of devising an experimental program whereby we hope to have more personal contact with parents.

Briefly, this project will include an orientation session for the parents of freshman students to take place early in the fall of 1987. We plan to conduct an overview of the high school's educational program followed by small group discussions conducted by freshman teachers and members of this research team. We hope that this more personal contact will encourage parents to take a more active role in helping their children be academically successful by contacting teachers early when a problem arises.

APPENDIX A-4

Teacher as Researcher Submissions to OERI
and
Additional Teacher Researcher Grants

DISTRICT NEWSLETTER

Groveport Madison Schools Since 1848

An Equal Opportunity Employer October, 1988

Groveport Madison Local Schools, 5055 South Hamilton Road, Groveport, Ohio 43125

LINK PROGRAM PROMOTES CITIZENSHIP

During the 1987-88 school year, five Freshman School teachers submitted a forty-two page grant proposal to The Ingram-White Castle Foundation. The teachers are: Cheryl Bruggers, Steve Cunningham, Patricia Lee, Marilyn Wagner, and Chairperson, Lana Borders. After an interview with the Link team members and principal, Tom Tussing, The Columbus Foundation awarded a $10,000 outright grant. Also, for every one dollar, up to $5,000, that is donated in "in-kind-services" the Foundation will match the donation.

Community Kitchen summer volunteers:
Heather Hollins, Jennifer Mills, Diana Fledderjohann, Mr. Ron Ball, Tammy Herdman, Sunita, Trang Tran, Mrs. Vicki Hague and (not pictured) Kim Rutherford.

The project seeks to achieve promotion of student-community involvement in volunteer service activities. By involving volunteers in these activities, it is hoped that students will foster attitudes of citizenship and caring for their community. Program coordinator, Lana Borders explained, "This project is designed to strengthen student learning, to provide a positive environment in the school and to assist students in becoming productive individuals as they become actively involved in the community and its agencies." She further explained that students who have some first hand experience with hunger, homelessness, the aging population, the special learning needs of youngsters, and the changing ethnic composition of our population, may have a better chance of making informed decisions on matters of public conscience when it is their turn to do so.

Friday, September 2, was the official Freshman School Link Project "kick-off" day. When the students walked into the building, they were all greeted by a locker notice personalized with their names. During the lunch hour, a hot air balloon was launched from the front lawn with Mr. Tussing aboard. The cost of the balloon was paid for by Mrs. Donna Schneider, an area resident and real estate sales person.

On September 15, at the Special Link Exhibit Day, sportscaster Jimmy Crum addressed the entire student body at a special assembly concerning the importance of volunteering and getting involved. During the day approximately 15 volunteer organization representatives displayed and presented a variety of examples of volunteer opportunities in which the students may choose to participate. Examples of some of these activities were: Special Olympics, Habitat for Humanity, and St. John's Community Kitchen.

The chance for ninth grade students to be a community volunteer is available during the school day, after school, or on weekends. Students may participate in activities arranged through the school or can do things on their own. Some students have already turned in service hours for activities from this past summer. Twenty students have worked at the Community Kitchen preparing meals, serving them, and cleaning up. They also volunteered their time helping at Special Olympics.

One local resident, Bob Linton, is helping this program as a community volunteer. He supervises house and yard workers who volunteer their time for the elderly of the Groveport community. The Link Project needs more parental involvement, as well as other adults in the community who could help students with these fun and rewarding experiences. Please call Lana Borders at the Freshman School (836-4957) if you would like more information or are interested in getting involved with this worthwhile project.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
WASHINGTON, D.C. 20202

APPLICATION FOR GRANTS UNDER THE EDUCATIONAL RESEARCH GRANT PROGRAM: TEACHERS AS RESEARCHERS PROGRAM

CFDA Number: 84.117K

FORM APPROVED
OMB No. 1850-0572 , EXP. DATE 5/88
ED FORM

DATED MATERIAL - OPEN IMMEDIATELY

Closing Date: December 4, 1987

NOTE: The activities described in this announcement are subject to the following regulations:

- Regulations governing the Educational Research Grants Program (34 CFR Part 700)
- Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 74, 75, 77, and 78).

BOTH FISCAL YEAR 1988 AND FISCAL YEAR 1989 AWARDS FOR THIS COMPETITION ARE SUBJECT TO AVAILABILITY OF FUNDS IN THOSE FISCAL YEARS.

OMB Approval No. 0348-0006

FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION (Mark appropriate box)
☐ NOTICE OF INTENT (OPTIONAL)
☐ PREAPPLICATION
XX☒X APPLICATION

2. APPLICANT'S APPLICATION IDENTIFIER
a. NUMBER
b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER NOTE: TO BE ASSIGNED BY STATE
a. NUMBER
b. DATE ASSIGNED Year month day 19

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name . Groveport Madison Local Schools
b. Organization Unit . Freshman School
c. Street/P.O. Box . 751 East Main Street
d. City . Groveport
e. County Franklin
f. State . Ohio
g. ZIP Code 43125
h. Contact Person (Name & Telephone No.) Glenn Savage .614-833-2003 Lana Borders (P.I.) 614-836-5348

5. EMPLOYER IDENTIFICATION NUMBER (EIN)

6. PROGRAM (From CFDA)
a. NUMBER 8 4 . 1 1 7 K
MULTIPLE ☐
b. TITLE Educational Research & Development

7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project.)
Teachers as Researchers: Linking School and Community

8. TYPE OF APPLICANT/RECIPIENT
A—State
B—Interstate
C—Substate Organization
D—County
E—City
F—School District
G—Special Purpose District
H—Community Action Agency
I—Higher Educational Institution
J—Indian Tribe
K—Other (Specify):
Enter appropriate letter F

9. AREA OF PROJECT IMPACT (Names of cities, counties, states, etc.)
Groveport, Ohio Franklin County
Groveport Madison Freshman School

10. ESTIMATED NUMBER OF PERSONS BENEFITING
500-1000

11. TYPE OF ASSISTANCE
A—Basic Grant
B—Supplemental Grant
C—Loan
D—Insurance
E—Other
Enter appropriate letter(s) A

12. PROPOSED FUNDING	
a. FEDERAL	$ 5,000 .00
b. APPLICANT	10,040 .00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. Total	$ 15,040 .00

13. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT 15th
b. PROJECT 15th

14. TYPE OF APPLICATION
A—New
B—Renewal
C—Revision
D—Continuation
E—Augmentation
Enter appropriate letter A

15. PROJECT START DATE Year month day 19 88 4 1

16. PROJECT DURATION 12 Months

17. TYPE OF CHANGE (For 14c or 14e)
A—Increase Dollars
B—Decrease Dollars
C—Increase Duration
D—Decrease Duration
E—Cancellation
F—Other (Specify):
Enter appropriate letter(s)

18. DATE DUE TO FEDERAL AGENCY ▶ Year month day 19 87 12 04

19. FEDERAL AGENCY TO RECEIVE REQUEST U.S. Department of Education
a. ORGANIZATIONAL UNIT (IF APPROPRIATE) Application Control Center
b. ADMINISTRATIVE CONTACT (IF KNOWN)
c. ADDRESS Washington, D.C. 20202

20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER

21. REMARKS ADDED ☐ Yes ☒ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT▶ To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

a. YES, THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:
DATE ____________

b. NO, PROGRAM IS NOT COVERED BY E.O. 12372 ☐
OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW ☒XX

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE Glenn Savage
Director, Curriculum and Instruction
b. SIGNATURE Glenn Savage

SECTION III—FEDERAL AGENCY ACTION

24. APPLICATION RECEIVED Year month day 19

25. FEDERAL APPLICATION IDENTIFICATION NUMBER

26. FEDERAL GRANT IDENTIFICATION

27. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE
☐ e. DEFERRED
☐ f. WITHDRAWN

28. FUNDING	
a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

29. ACTION DATE▶ Year month day 19

30. STARTING DATE Year month date 19

31. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

32. ENDING DATE Year month date 19

33. REMARKS ADDED ☐ Yes ☐ No

NSN 7540-01-008-8162
PREVIOUS EDITION
IS NOT USABLE

424-103

STANDARD FORM 424 PAGE 1 (Rev. 4-84)
Prescribed by OMB Circular A-102

TEACHERS AS RESEARCHERS:
LINKING SCHOOL AND COMMUNITY

Prepared and Submitted by

Lana Borders
Principal Investigating Teacher
Groveport Madison Local Schools
Groveport Freshman School
751 East Main Street
Groveport, Ohio 43125
614-836-5348

December 4, 1987

D. SUPPLEMENTARY CHECKLIST

Please check the topic(s) which your proposed study will be addressing and the activity(ies) you will be using in addressing that topic(s). Remember, applicants must address at least one of the following topics and choose at least one of the activities in order to be eligible to be considered for an award.

TOPICS:

XX Teachers and Teaching

XX Specific Instructional Processes and Materials

XX Effective Teaching of Subject Matter Content

_____ Approaches to Professional Development of Educational Personnel

XX Alternative Patterns of School Management and Organization

XX Ways for Schools to More Effectively Find, Understand, and Use Research and Practice-Based Knowledge in Local Improvement Initiatives

_____ More Effective Strategies to Assess Student, Teacher and/or School Indicators of Excellence

ACTIVITIES:

_____ Basic Research
XX Applied Research
XX Planning
_____ Surveys
XX Evaluations
XX Investigations
XX Dissemination
_____ Experiments
XX Development
XX Demonstrations in the Field of Education

PROPOSED PROJECT Start Date: April 1, 1988 End Date: March, 30, 1989

If I propose a start date prior to October 1, 1988, I X[XX]X do [ ] do not agree to negotiate a start date later than October 1, 1988, should my application be selected for an award. (See explanation of funding intentions in "Dear Colleague" letter.)

ABSTRACT

The Teachers As Researcher proposal titled, Linking School and Community is inquiring into the research question, "Can faculty, students, and community work cooperatively and effectively to promote student-community involvement in volunteer service activities which foster attitudes of citizenship and caring among Freshman School students?"

The methodology to be utilized as the study's activities unfold include a preassessment/postassessment instrument, journals, written evaluation, project development strategies, demonstrations from the field of education, investigative events, applied research findings, and strategies for de-centralizing and dissemination of information regarding the project's events, findings, and implications for further research and/or inclusion into the regular curriculum.

The investigating team believes this research project which is being generated and implemented by members of the School's staff will promote a sense of collegiality, professional growth, and teacher improvement. The project is designed to strengthen student learning, to provide a positive environment in the school where students feel good about themselves and their ability to choose to act in ways that make a difference both to their own personhood and to the community and world in which they conduct their lives.

The interdisciplinary and collaborative efforts of the project will result in greater numbers of Freshman students becoming involved in volunteer activities. The design and implementation of this project will result in school/community partnerships with all segments of the community and will strengthen the ties betweenthe school and its neighborhood and the larger opportunities for "communal education". This is to be a life-affirming program in its effect on the development of children.

The principal investigator is Lana L. Borders
Groveport Freshman School
751 E. Main St.
Groveport, Ohio 43125

The project can begin as early as April 1, 1988 and run for twelve month thereafter. Funds requested: £5,000.00

OMB Approval No. 0348-0006

FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION *(Mark appropriate box)*
☐ NOTICE OF INTENT (OPTIONAL)
☐ PREAPPLICATION
☒ APPLICATION

2. APPLICANT'S APPLICATION IDENTIFIER
a. NUMBER
b. DATE *Year month day* 19

3. STATE APPLICATION IDENTIFIER *NOTE: TO BE ASSIGNED BY STATE*
a. NUMBER
b. DATE ASSIGNED *Year month day* 19

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name . Groveport Madison Local Schools
b. Organization Unit . Asbury Elementary
c. Street/P.O. Box . 5127 Harbor Blvd.
d. City . Columbus
e. County Franklin
f. State . Ohio
g. ZIP Code 43232
h. Contact Person *(Name & Telephone No.)* Dorothy Landis 614-833-2003 P.I. Glenn Savage 614-833-2003

5. EMPLOYER IDENTIFICATION NUMBER (EIN) 046979

6. PROGRAM *(From CFDA)*
a. NUMBER 84.117K
MULTIPLE ☐
b. TITLE Educational Research & Development

7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project.)
Reading Strategies and the Gifted Child

8. TYPE OF APPLICANT/RECIPIENT
A—State
B—Interstate
C—Substate Organization
D—County
E—City
F—School District
G—Special Purpose District
H—Community Action Agency
I—Higher Educational Institution
J—Indian Tribe
K—Other *(Specify)*:
Enter appropriate letter F

9. AREA OF PROJECT IMPACT *(Names of cities, counties, states, etc.)*
Groveport, Ohio Franklin County
Asbury Elementary

10. ESTIMATED NUMBER OF PERSONS BENEFITING 300 - 500

11. TYPE OF ASSISTANCE
A—Basic Grant
B—Supplemental Grant
C—Loan
D—Insurance
E—Other
Enter appropriate letter(s) A

12. PROPOSED FUNDING

a. FEDERAL	$ 5,000 .00
b. APPLICANT	10,350 .00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. Total	$ 10,350 .00

13. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT 15th
b. PROJECT 15th

14. TYPE OF APPLICATION
A—New
B—Renewal
C—Revision
D—Continuation
E—Augmentation
Enter appropriate letter A

15. PROJECT START DATE *Year month day* 1988 4 1

16. PROJECT DURATION 9 *Months*

17. TYPE OF CHANGE *(For 14c or 14e)*
A—Increase Dollars
B—Decrease Dollars
C—Increase Duration
D—Decrease Duration
E—Cancellation
F—Other *(Specify)*:
Enter appropriate letter(s) ☐☐☐

18. DATE DUE TO FEDERAL AGENCY ▶ *Year month day* 1987 12 04

19. FEDERAL AGENCY TO RECEIVE REQUEST U.S. Department of Education
a. ORGANIZATIONAL UNIT (IF APPROPRIATE) Application Control Center
b. ADMINISTRATIVE CONTACT (IF KNOWN)
c. ADDRESS Washington, D.C. 20202

20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER N/A

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT▶ To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

a. YES, THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:
DATE ____________

b. NO, PROGRAM IS NOT COVERED BY E.O. 12372 ☐
OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW ☒ X

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
GLENN SAVAGE
Director, Curriculum & Instruction
b. SIGNATURE Glenn Savage

SECTION III—FEDERAL AGENCY ACTION

24. APPLICATION RECEIVED *Year month day* 19

25. FEDERAL APPLICATION IDENTIFICATION NUMBER

26. FEDERAL GRANT IDENTIFICATION

27. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE
☐ e. DEFERRED
☐ f. WITHDRAWN

28. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

29. ACTION DATE▶ *Year month day* 19

30. STARTING DATE *Year month date* 19

31. CONTACT FOR ADDITIONAL INFORMATION *(Name and telephone number)*

32. ENDING DATE *Year month date* 19

33. REMARKS ADDED ☐ Yes ☐ No

NSN 7540-01-008-8162
PREVIOUS EDITION

424-103

STANDARD FORM 424 PAGE 1 (Rev. 4-84)
Prescribed by OMB Circular A-102

SECTION IV—REMARKS *(Please reference the proper item number from Sections I, II or III, if applicable)*

Reading Strategies and the Gifted Child.

The Groveport Madison Schools are in the process of developing a plan for the gifted children in our district. In order to meet the needs of these children, we need to have basic research in our area as to how the gifted children learn and what programs meet their needs. By researching the reading learning styles and attitudes, we will understand the strategies necessary to develop life-long learners. Many gifted students are turned off to learning in the traditional way. This grant will provide a variety of material and teaching strategies to discover the methods best suited to these learners.

NOTE: If person responsible for grant negotiations is different from person named in Item 4h. please identify by name and phone number in this space.

name: Glenn Savage, Director of Curriculum & Instruction

phone: 614 (area code) 833-2003 (number) (extension)

TEACHERS AS RESEARCHERS:
READING STRATEGIES AND THE GIFTED CHILD

SUBMITTED BY:

DOROTHY LANDIS

SARA JANE GAHM

GROVEPORT MADISON LOCAL SCHOOLS

ASBURY ELEMENTARY

DATE: DECEMBER 4, 1987

Revision

D. SUPPLEMENTARY CHECKLIST

Please check the topic(s) which your proposed study will be addressing and the activity(ies) you will be using in addressing that topic(s). Remember, applicants must address at least one of the following topics and choose at least one of the activities in order to be eligible to be considered for an award.

TOPICS:

_____ Teachers and Teaching

__x__ Specific Instructional Processes and Materials

__x__ Effective Teaching of Subject Matter Content

_____ Approaches to Professional Development of Educational Personnel

_____ Alternative Patterns of School Management and Organization

__x__ Ways for Schools to More Effectively Find, Understand, and Use Research and Practice-Based Knowledge in Local Improvement Initiatives

_____ More Effective Strategies to Assess Student, Teacher and/or School Indicators of Excellence

ACTIVITIES:

__x__ Basic Research
__x__ Applied Research
_____ Planning
_____ Surveys
_____ Evaluations
__x__ Investigations
_____ Dissemination
_____ Experiments
_____ Development
_____ Demonstrations in the Field of Education

PROPOSED PROJECT Start Date: April 1, 1988 End Date: April 1, 1989

If I propose a start date prior to October 1, 1988, I ☒ do ☐ do not agree to negotiate a start date later than October 1, 1988, should my application be selected for an award. (See explanation of funding intentions in "Dear Colleague" letter.)

ABSTRACT

This study is being undertaken to address a fundamental issue, reading instruction for above-average or gifted elementary students. Through this project, the investigators hope to determine if intervention in the form of enrichment results in greater skill development and a more positive attitude toward reading than a program which provides no intervention.

The type of enrichment program will also be investigated. Above-average readers will be identified and divided into three groups. Each will receive a different type of reading instruction: regular basal approach in the classroom, an enrichment program, and an enrichment program in addition to systematic instruction in basic skills. Results of pre- and post-testing will be analyzed to determine which program is most effective. The results of this study will be used to help plan the program for the above-average and gifted readers through the entire Groveport Madison School District.

The study will be conducted by Dorothy Landis, 3037 Marwick Road, Columbus, Ohio 43227 (614/236-5480) and Sara Jane Gahm, 7470 Woodale Drive, Carroll, Ohio 43112 (614/756-9305). Supporting teachers involved from the fourth and fifth grades are: Mary Krider, Janice Smith, David Arnold, Sharon Morgan and Jennifer Chatfield.

The study will begin October 1, 1988 and end June 1, 1989. The total amount requested is $5,000.00.

APPENDIX A-5

Syllabus for Teacher Leader Training Workshop

COURSE SYLLABUS
(revised)

Educational Policy and Leadership 870

Preparation for Teacher Leadership

Winter-Spring, 1988

February 2	- Introduction of Instructional Team - Course Overview - Teacher Leadership: A Rationale
February 16	- Sharing of Personal & Professional Profiles - Criterion for the Selection of Teacher Leaders - Leadership: Developing a Personal Conception
March 1	- Mentor/Inductee Panel - Sherrie Kuehnle and Dot Landis, The Teacher Leader Cadre
March 22	- Complete Needs Assessment Instrument (25 pts.) - Local Needs and the Socialization of Beginning Teachers - Interpersonal Communication in a Helping Relationship
March 29	- The Problems of Beginning Teachers: An Effective Schools, Effective Classrooms Perspective.
April 12	- Teacher Leadership: Alternative Conceptions of Supervision
April 19	- Looking in Classrooms: The Teacher Leader as Inquiring Professional
April 26	- Promoting Reflection
May 3	- Adult Development: Implications for Teacher Leadership - Journals are due (25 pts.) - Complete Course Evaluation (25 pts.)

CLASS LIST

ED. P&L 870

PREPARATION FOR TEACHER LEADERSHIP

SPRING QUARTER, 1988

1. Appell, Linda
2. Aro, Maryann
3. Bittner, Sofia
4. Brooks, Gretchen
5. Brothers, Karen
6. Cameron, Ilene
7. Conrad, Sally
8. Cordova, Constance
9. Davis, Eva
10. Drummond, Joyce
11. Foucht, Margaret
12. Gehm, Genevieve
13. Kennison, Sandra
14. Lally, Sally
15. Milless, Mark
16. Moore, Elizabeth
17. Packer, Sandra
18. Paulmann, Greg
19. Paulus, Jeanne
20. Pence, Cynthia
21. Picklesimer, Rosemary
22. Smith, Wynona
23. Starr (Gayheart) Brenda
24. Steffensen, Margo
25. Stiteler, Rosemary
26. Troutman, Marla
27. Wallace, Jeannie
28. Williams, Dora
29. Zink, Karen

OSU Communication

Subject A Course on Teacher Leadership

Date January 4, 1988

From Nancy Zimpher

To All Professional Staff
Participating Districts of the OSU/Franklin County Induction Program

Members of the Teacher Leader Cadre of the OSU/Franklin County Induction Program have shared with us the interests of a number of teachers in the local districts to participate in a course on teacher leadership. We have discussed the nature of such a course and have determined that with the support of the Teacher Leader Cadre such a course can and should be offered.

Accordingly, Professor Kenneth Howey and I, both from the OSU Department of Educational Policy and Leadership, will offer ED P&L 870, Preparation for Teacher Leadership, a 3 credit hour graduate course to interested teachers in a 10-session course for Spring Quarter registration. Some members of the Teacher Leader Cadre will also offer instructional support, too. The purpose of the course is to utilize knowledge from several areas to inform the work of teachers who now serve, or intend to in the future, in leadership capacities among their colleagues. These areas include knowledge of adult development, leadership theories, research on effective teaching and schooling, instructional supervision, and inquiry approaches appropriate to teachers who are or may in the future serve as mentors, peer supporters or evaluators, or in teaching or planning roles.

Because of the fee authorizations generated through the Induction Program's research agenda, the Franklin County Department of Education will make available fee waivers for 35 registrants in this course. The course will be offered on Tuesday evenings at Eastland JVS from 4-6:30 p.m. from February 5 through April 12. These dates were recommended by the TLC. Enrollment for the course will be determined by the date the attached application is received, although preference will be given to the twenty teachers currently serving as mentors in the OSU/Franklin County Induciton Program.

If you have questions about this opportunity, please feel free to call Shirley Scholl (445-3777) or Sue Rieger (292-7927) for more information. If you are interested in enrolling in the course, please complete the attached registration form. We will handle on-site registration during the class.

CC: Shirley Scholl
Sue Rieger

See reverse side for addressing
The Ohio State University
Form 700—Rev. 6/82 Stores 53610

REGISTRATION FORM

ED: P&L 870 Preparation for Teacher Leadership
3 credit hours, Spring Quarter, 1988

February 5 - April 12, 1988

Tuesdays - 4-6:30 p.m.

I am interested in enrolling in ED: P&L 870

Name ______________________________

Building ______________________________

Home Address ______________________________

____

SSN ______________________________

Return to:

Dr. Shirley Scholl
Franklin County Department of Education
1717 Alum Creek Drive
Columbus, OH 43207

(Earliest dates received admitted first. Preference to current mentors.)

APPENDIX A-6

Minutes from Governance Boards

USE THIS SUMMARY AS PARKING PERMIT AT CTI - PLEASE PUT ON CAR'S DASHBOARD (VISIBLE FOR SECURITY TO SEE. DO PARK IN STUDENTS PARKING .)

Summary of Minutes
Franklin County/OSU Induction meeting
January 9, 1986

Next meeting: January 27, 1986
CTI
Room 139 Union Hall
4:00 p.m.

1. The purpose of the January 9th planning committee meeting was twofold. First, to give the committee an opportunity to meet Dr. Carolyn Evertson from Peabody College at Vanderbilt University and get an overview of her evening presentation on Classroom Management Training. Secondly, to conduct a regular session of the planning committee meeting (to take the place of the previously scheduled January 13th meeting) concerning upcoming events.

2. Dates and topics were scheduled as follows:

Inductee Meetings

Place	Date	Speaker	Topic
Canal Winchester	February 3 (Changed)	Charles Galloway	Motivation
Dublin	March 3	Judith Green, John Hough, Don Sanders (possibility of a joint mentor/ inductee session)	Reflectivity
	April 7	NO PLANS TO DATE	
	May 5	NO PLANS TO DATE	
COSI	June 2	Dinner Meeting	

Mentor Meetings

Place	Date	Speaker	Topic
Dublin	March 3	Judith Green Don Sanders (possibility of a joint mentor/ inductee meeting)	Reflectivity
	April 7 May 5 2	Joint meeting with administrative update	Building administrative/ Teacher relationships

May 5

3. Nancy asked that those enrolled in ED: P&L 727C Issues and Processes for Development of Programs for Beginning Teachers come prepared to share the projects they cho~~o~~se at the January 27th planning committee meeting (e.g., slides, articles, guidelines for mentors, inductees, etc.). She asked that projects be some type of dissemination materials.

4. A logo will be developed by The Ohio State University, Office of Learning Resources to use as a permanent symbol of the Franklin County/OSU Induction Project.

5. On February 24 Cheryl Hilton, Deann Prince and Jody Klamfoth will be presenting a small scale reflection of the Denver presentation at the Area Superintendents meeting.

6. Nancy asked that all inductees enrolled in ED: P&L 727A Issues and Concerns of Beginning Teachers come prepared to make a commitment to what project they plan to do as a part of their course description at the February 3 inductee meeting.

Parking Information
A Administration
F Faculty Staff
S Students
M Motorcycles
B Bicycles
(V) Visitors
H Handicapped
D Drop off Area
MOTORCYCLE PARKING
3-S
4-F
2-S
5-S
6-S
1-F
7-F
8-S
10-S
11-F
12-A
13-S
14-S
16-S
Delaware Hall
Columbus Hall
Union Hall
Franklin Hall
Eibling Hall
Aquinas Hall
Madison Hall
Rhodes Hall
D
H
M
(V)
V-1

C T I

Summary of Minutes
OSU/Franklin County Induction Planning committee
January 27, 1986
Thirteenth Meeting

1. Next Meeting: February 10, 1986
   CTI Room 139 Union Hall
   4:00 p.m.

2. The first topic on the agenda was the sharing of dissemination efforts. Nancy reported the committee's involvement in sharing information concerning the Induction Project.

   * The University of Kansas has requested copies of the needs assessment instrument and other related literature.

   * The University of Wisconsin at Whitewater has requested copies of the needs assessment instruments to assess the needs of their undergraduates who are presently enrolled in their student teaching programs.

   * The Association of Teacher Educators has asked Dr. Zimpher to give an overview of the Induction Project (Atlanta, February, 1986) at a special interest group session. Nancy will distribute an abstract of the Induction Project compiled from the presentations given at NCSIE in Denver.

   * Nancy Zimpher, Shirley Scholl, Deann Prince, Cheryl Hilton and Brenda Stallion were present at the area superintendents meeting on Friday, January 24, 1986 to report on the progress of the Induction Project. Comments were made by each of the superintendents involved in the project. These comments were documented and distributed at the Planning Committee meeting.

   * Brenda Stallion was asked to speak on the topic (Supporting New Teachers: University and School Collaboration) at a brown bag seminar sponsored by the Department of Educational Policy and Leadership on January 28, 1986.

   * Shirley Scholl suggested that the committee might present the Induction Project at a local Phi Delta Kappa meeting. Shirley will check into the possibility of doing this at one of the future PDK meetings.

   * Deann Prince has attended several faculty meetings both in her building and in other buildings within her district and discussed the Induction Project.

   Nancy thanked everyone for their special effort in these dissemination endeavors and asked, as always "to keep up the good work."

3. The second item on the agenda was course registration. Course registration will be March 3, 1986 on site at Canal Winchester High School. This registration will take place prior to the seminar workshop. Those enrolling in the course that have never previously registered in a graduate course at OSU are asked to bring a copy of their transcript or a copy of their diploma. Fee waivers will be provided by Shirley Scholl that evening. NOTE: A letter will be sent to those mentors and inductees who need to bring either the transcript or diploma prior to March 3, 1986.

4. Regular Mentor/Inductee meetings are as follows:

March 3	Managing and Organizing the Classroom Professor Judith Green Mentors/Inductees Canal Winchester High School
April 7	Motivation Professor Charles Galloway Inductees (Mentors welcome) Dublin District (building to be announced)
May 5	Practice Centered Inquiry Professor Donald Sanders Professor Gail McCutcheon Mentors/Inductees Groveport Madison High School
June 2	Dinner/Sharing/Needs Assessing Mentors/Inductees COSI

5. Regular Induction Planning Committee meetings:

Feb. 10
Feb. 24
Mar. 10*
Mar. 17
Mar. 31
April 14
April 28
May 12
May 26*
June 9*

NOTE: All the above meetings will be held at CTI except those indicated by an * (locations will be announced later).

6. Nancy discussed plans for a workshop to be held June 16-26 for all of those interested in planning for next year's involvement in the Induction Project. This workshop would be sponsored by The Ohio State University and conducted by Nancy Zimpher and Judith Green. The Planning Committee expressed an interest and suggested that Nancy continue in her efforts to offer this type of workshop.

7. Dr. Judith Green will be present at the next regular scheduled Planning Committee meeting on February 10 to discuss her plans for the March 3 workshop entitled: Managing and Organizing the Classroom.

8. Shirley Scholl suggested we devote some small group session time at the May 5, 1986 Mentor/Inductee meeting for the purpose of discussing how to order materials and supplies from facilities located within the county.

9. The fourth item on the agenda was the sharing of dissertation projects. The following graduate students were in attendance to present their dissertation topics:

   * Eva Weisz - Examining the ways in which teachers make decisions about, plan and use curriculum materials during their first year as beginning teachers.

   * Brenda Stallion - Assessing the effects of a program of training teachers in effective classroom management training and the relative effects of the mentoring relationship on the beginning teacher's classroom management behaviors.

   * Sharon Jones - Examining the organizational development and change of the collaboration of higher education institutions and the secondary institutions.

   Others not present but writing dissertations related to the Induction Program are:

   * Terry Gordon - Leadership characteristics of the mentor teacher.

   * Denise Douglass - History of collaboration between the school and the university.

   * Patty Ryan - Teacher effectiveness study.

10. The fifth item on the agenda was project assignments related to the ED: P&L 727C course. The following projects were chosen:

    Cheryl Hilton - slide show production
    Shirley Scholl and Elmo Kallner - develop brochure
    Carol Lowe - analysis of the reflectivity packets
    Deann Prince - workshop handbook
    Karen Link - evaluation of mentors and inductees in each district
    Margie Emmert - handbook on "Tips for Beginning Teachers"

    Nancy asked all others to make a final commitment on their project selection by the February 10 meeting.

11. Brenda Stallion has available a resource file in her office at 310 Ramseyer. Those that wish to check out articles may do so by contacting Brenda at 422-7700. A bibliography will be available and distributed at the next planning meeting.

12. Nancy mentioned that Dr. Ted Cyphert is offering a course Spring Quarter, 1986, entitled Inservice Education and is willing to offer assignments to his students enrolled that will help in the analysis and interviewing procedures for the mentor and inductee. If you are interested in graduate course credit you may enroll. The course number is 925.36. The course is offered Thursday evenings from 4:00 to 6:30 p.m.

NEXT PLANNING COMMITTEE MEETING - MONDAY, MARCH 31 at CTI, 139 UNION HALL

FRANKLIN COUNTY/OSU INDUCTION PROGRAM
Summary of Meeting
March 5, 1986

I. Announcements
(FOR MENTORS AND INDUCTEES)

A. Next meeting: April 7, 1986 in Dublin at Dublin High School
Dr. Charles Galloway will speak on motivation.

B. Notes from last mentor/inductee meeting

1. Thanks to Canal Winchester for hosting the meeting and providing nutritious snacks.

2. The attendance was around one hundred people and eighty-four registered for the Spring Quarter classes.

C. There will not be a Planning Committee meeting on March 17. It is replaced by today's meeting. However, on that date Sherry, Cheryl, Shirley, Tony, Carol and Deann will meet with Brenda for 3 hours of training for the observation sessions. They will meet at the Franklin County office at 4:15 p.m.

D. The last official content meeting that we have scheduled will be May 5. Dr. Sanders will be speaking on the process of reflection and usage of classroom inquiry. He and Judith Green will be using the classroom arrangement charts which were drawn at the last mentor/inductee meeting.

E. Congratulations to Chip Edelsburg and wife who have just become the parents of twins - a boy and a girl!

II. Additional Public Sharing Sessions

A. Nancy has described and talked about our program in Atlanta and Chicago. Audiences were enthusiastic about it.

B. On March 6, Elmo, Deann, Deann's inductee, and a representative from the University will speak to the Student NEA on campus.

III. New Business - Survival and Institutionalization of the Program

A. Five issues which Nancy feels we must address as crucial to the survival of the program.

1. A good induction program needs real collaboration. We have this through our joint meetings of teachers, administrators, and OSU personnel

2. There must be real resources identified. We need a commitment of funding other than the soft money from the NIE Grant.

3. There must be a guiding principle - a central focus that will help improve teaching.

4. We need to protect ourselves from burnout, but also maintain our vitality for the program in the coming years. Some of the questions we need to ask are: (a) Can I cycle in and cycle out? (b) Will I be able to get release time?

5. There must be differentiation between an instructional system and an evaluation system. We have maintained this distinction.

B. We need to seriously think about how we are going to institutionalize this program and gain public support at all levels since we will be limited to only $30,000 from the grant if it is approved for the upcoming academic year.

C. Discussion

1. Mark announced that the state was providing a funding mechanism for classrooms of the future, and that some of the things that we are doing may be applicable for this funding.

2. Shirley mentioned that there is a possibility that the state will be awarding grants next year to a few exemplary programs. They will be looking at entry level programs.

3. Nancy has been asked by Bob Bowers to serve on a state-wide committee to develop the specifications for the entry year program which is to be in place by January, 1987.

4. The ideas of paying mentors and/or providing them with release time was then discussed.

    a. Mark reminded us that you cannot provide something like this which has not been negotiated or else constitutes an unfair labor practice. Because of the timing of negotiations in some districts, the possibility of negotiating these additions is a couple of years away.

    b. Another suggestions was the possibility of each district paying money from a general fund to Franklin County as a service unit for each entry level teacher. Then Franklin County would distribute this money to those districts who request funding for their entry level programs.

    c. A survey was the next item discussed from a survey distributed to the mentors and inductees, we could determine what they consider incentives or rewards (i.e., fee waivers, money, release time, career ladder concept). But we need to do something for them which is different from what we provide for other teachers. Recognition at an excellence fair was also mentioned.

5. Next, discussion centered around the definition we will use for inductee next year. If we alter the definition of inductee, then that will cause an alteration in our number of participants. However, we need to consider doing this because comments from the field indicate that although the brand new teachers seem to feel that they are benefitting from the program, the other teachers feel that a modified support system would be more useful to them.

6. The question was then raised regarding the obligation that we have to this year's inductee, next year. Comment: We cannot do everything as a program; we will have to leave some responsibilities to individual districts.

7. Another question for thought was - Do we want to set up explicit criteria for mentor teachers?

8. We may want to develop a categorical inventory to which districts as well as OSU would suggest services (resources, policies, incentives) that they could generate to help pull the program together next year.

9. At our next meeting we want to discuss the possibility of soliciting other districts for the program.

SUMMARY OF MEETING
FRANKLIN COUNTY/OSU INDUCTION PLANNING COMMITTEE
April 7, 1986

I. The meeting, May 5th, will feature Dr. Sanders who will present a follow-up on Dr. Judith Green's presentation. This meeting is for inductees; mentors are welcome to attend.

June 2, 1986: The COSI meeting will be from 4-6:30 p.m. This will be a combined meeting for mentors and inductees entitled "Celebration of the Survivors". At this time, a second needs assessment and an evaluation of the program will be completed. The exhibits at COSI will be open for teachers' visitation and a COSI staff member will make a presentation on opportunities for students and teachers.

II. The same format for presentation as used in Denver will be used at the Staff Development Conference, April 22nd, Hyatt Regency, from 11:00-12:00.

III. Plans for next year were addressed by the group. The Planning Committee suggested that mentors should have release time or money for their efforts next year. It was felt that if the same type of program continues next year, it was essential that some time of compensation be given to teachers so that they could provide effective mentoring. It was also suggested that Carolyn Everton's model be presented in August at the first meeting. Another suggestion was that teachers know at the beginning of the year exactly how many meetings they are going to attend for college credit. It was felt that a survey similar to the one described at the March 5th meeting be given to mentors to determine what would be adequate compensation for being a mentor. It was also agreed that the Excellence Fair would not only recognize the mentors but the members of the planning committee, too.

IV. Collection of Assignments

Collection of 727A and 727B course assignments was discussed. It was agreed that the best way to handle this would be to have them turned in at the next two meetings.

Because the VCR has not been delivered as ordered, the 32 minute videotape was not shown.

PLANNING COMMITTEE MEETING FOR APRIL 28th WAS CANCELLED EXCEPT FOR THOSE PEOPLE WHO SERVED AS CLASSROOM MANAGEMENT OBSERVERS. THESE PEOPLE WILL MEET APRIL 28th AT 4:00 P.M., RAMSEYER 002, TO VIEW THE VIDEOTAPE.

The Franklin County/OSU Induction Planning Committee Meeting
Summary of Minutes
First Meeting August 7, 1986

NOTE: Agenda will include following
items: 1) finalize activity schedule
2) list of each district
mentors/inductees for 1986-87
school year

Park in Ohio Union Parking Ramp: parking permits will be available at meeting.

1. Next meeting: September 4, 1986
The Ohio State University
133 Arps Hall
4:00-6:00 p.m.

2. A luncheon meeting for the Franklin County/OSU Induction Planning Committee was hosted by The Ohio State University at the Faculty Club.

3. Nancy Zimpher welcomed those who were returning veterans and those who were new faces to the 1986-87, Phase II of the Induction Project. There were a total of 16 present.

4. Overview and accomplishments of 1985-86 was the first item on the agenda. Significant accomplishments included the following:

   * 16 letters of support for Phase II of the Induction Project contained within the OERI proposal for 1986-87.

   * 8 large scale monthly meetings (one per month) for the mentors/inductees. These meetings were hosted by each of the five local districts.

   * 18 regular meetings were held for the Planning Committee last year (not including subcommittee meetings).

   * A needs assessment instrument was administered to all mentors and inductees in September, 1985 and it was used to identify topics for each monthly meeting. The purpose of the needs assessment was to 1) determine the situationally specific needs of inductees and 2) determine the service needs of the mentors in assisting inductees.

   * These topics were simply reflective of the needs assessment instrument and included: classroom management; discipline; parent conferencing; motivation; classroom environment; and a central notion of helping teachers become reflective in their classrooms.

   * A reflection packet was designed by Nancy Zimpher and mentors and inductees were asked to fill out report forms about conferences, critical events, and daily journals to authenticate the mentoring relationship.

   * Four courses were offered, one to the inductees, one to the mentors, one to program planners, and a summer workshop. These courses enrolled about 40 inductees, 40 mentors, 15 program planners, and 25 workshop participants for a total enrollment of 120 people.

   * Fee authorizations were generated from these courses and will be returned to the Franklin County office.

- Publicity and participation from last year was reviewed by Shirley Scholl as follows:

  A national conference in Denver - the National Council of States on Inservice Education

  A state conference - Inservice Education for the State Department of Education in Ohio

  Several local meetings of teacher associations (OEA, COTA, FCCEA, superintendent meetings and individual district meetings)

  A press conference, radio conference, and TV coverage. Several news articles appeared throughout area papers during the course of the year.

  Future presentations are already under consideration for 1986-87 which include todate: 1) National Middle School Conference; 2) National Staff Development Conference; 3) National Council of States on Inservice Education; 4) BASA: 5) AACTE; 6) ATE; and 7) AERA. Other local presentations will soon be discussed.

5. Judith Green shared with the committee the results of the summer workshop and how the workshop reflects plans for the teacher-leader model using three knowledge bases (supervision, observation, and classroom processes) for next year.

6. Brenda Stallion summarized the work of three dissertations that were in the process of completion. The data source for these three dissertations included all five participating Franklin County districts.

7. Bill Armlaine reported the progress on two main studies, the post-needs assessment and the reflectivity packet. Bill explained that the variety of instruments focused on the teachers' reflection on their teaching acts as well as their mentoring sessions. The evaluation will examine the nature of the mentor/inductee relationship according to categories of newness to the profession. The purpose for examining inductees (in terms of their newness) is to determine if there is something different between someone who is just entering teaching versus someone who comes back from a leave, changes from a district, building, subject, or grade level.

8. Nancy explained that the results of the data would be reported in late Fall.

9. Several district representatives shared comments about last year which will enhance our endeavors for the upcoming agenda (e.g., teacher-leader, education for educators, and more involvement for the teachers themselves).

10. Nancy summed the overview by commenting, the benefit of last year was that we hopefully have refined the program and we need to work harder at institutionalizing the program by district next year.

11. Plans for the 1986-87 (Phase II) Induction Project was the next main item on the agenda. The following highlights are included in plans for next year:

- Goal is to aim for a teacher-leader model
- Monthly meetings with mentors/inductees will be together.
- Superintendents need to strongly encourage participation rather than the notion of voluntary participation.
- Graduate courses will be offered to mentors/inductees, teacher-leaders, and program planners and fee waivers will be available to cover these courses.
- The instructional team for these courses will be Ken Howey, Nancy Zimpher, and Judith Green (each representative of the three knowledge bases mentioned earlier) which will provide continuity for the instruction.
- Release time is still being strongly suggested in order to make this truely a faculty development project.
- Three knowledge bases serve to solidify the model for the mentor and inductee relationship: 1) knowledge about classroom observation; 2) knowledge and supervision; and 3) knowledge about classroom processes.
- Five or six meetings during the course of Fall Quarter are planned to implement the knowledge bases mentioned above.
- A central location for all meetings is being checked into and preferably will be West Campus at The Ohio State University.
- New program planners are invited to join the Planning Committee for next year and this year's members were asked to bring them to the next planning meeting on September 4.
- Monthly meetings for the mentors/inductees are presently scheduled for the following Tuesdays of Fall Quarter:

September 9
October 7
October 21

November 4
November 18
December 9

Puzzled? Be informed.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE

Summary of Minutes

September 4, 1986 Meeting

133 Arps Hall

Next Meeting: To be Announced

Present: Nancy Zimpher, Brenda Stallion, Sue Rieger, Shirley Scholl, Cheryl Hilton, Don McIntyre, Chip Edelsberg, Mary Wolfe, Lana Borders, and Bill Armaline

1. Welcome and Introductions: Each committee member introduced themselves. Sue Rieger will be the new Graduate Research Assistant with the Induction Program.

2. Review: Nancy Zimpher reviewed the minutes from the August 7 meeting and indicated that the project has been funded for a second year.

3. District Reports on Participation of Mentors and Inductees:

Groveport	58 inductees/mentors matched
Dublin	92 new teachers to district, approximately half are first year teachers; no mentors yet
Plain Local	no inductees
Hamilton	15 inductees/15 mentors
Canal Winchester	4 inductees/4 mentors

Approximately 100-110 inductees and mentors can be expected to attend the September 9 meeting.

4. Report on Needs Assessment: Brenda distributed a three page handout to each member present concerning the results of the needs assessment. She discussed those items which included significant changes in perceptions after involvement in the first year program.

5. Teacher-Leader Model: (Model discussed by Shirley Scholl)

   a. Goal - to provide an opportunity for experienced teachers to take a leadership role in sharing information based upon their past experiences. Nancy Zimpher defined the model as "Trainer of Trainers Model."

   b. Selection - any teacher would be eligible, especially someone in last year's mentoring program. The maximum number of teachers involved could be as many as 40.

c. Activities - teacher leaders from each district would discuss topics and lead discussions during the graduate course offered to mentors and inductees. They will be involved in the 5 inductee/mentor sessions and the additional 4 sessions held in the districts (for a total of 9 sessions), for the purpose of diffusing and disseminating the knowledge bases presented by the course instructors.

d. Ideas discussed - there are teachers who want to take on a special leadership role. Ways in which the teacher leaders might be rewarded, other than professional recognition: stipend, release time, university graduate credit. Other ideas are welcome at the next Planning Committee meeting.

Specifically plans and selection criteria for the model will be further discussed by Nancy Zimpher and Shirley Scholl prior to the September 9 meeting. Carolyn Evertson will be here October 9 and 10 to train teacher leaders.

6. Course Structure: One course will be available for fall credit for both mentor and inductee (727A). The two are a team and discussion by the committee included the need for both mentor and inductee to attend the class together. A second class (727B) will be available for selected teacher leader participants and additional information will be available on September 9.

7. Agenda for Session 1:

September 9, 1986 - Scott Hall - 4:00-6:30 p.m.

Introductions

Jodi and Elmo - Welcome
Deann and Susan or Lana and Marilyn - testimony mentor/inductee relationship
Nancy Zimpher - historical perspectives and collaborative benefits

Overview of 86-87 Program

Course 727A - Nancy Zimpher and Ken Howey

Course 727B - Teacher Leader Program - Shirley Scholl

The following information will be given to attendees: agenda; syllabus for courses; teacher leader information.

Participants will be able to register for class on the 9th.

PLANNING COMMITTEE MEETING

October 7, 1986
Southeast Career Center

Present: Todd Southern, Mary Wolfe, Ken Howey, Shirley Scholl, Carol Lowe, Nancy Zimpher, Sue Rieger, Don McIntyre, Elmo Kallner.

NEXT MEETING: Discussion centered on the need for a session where all districts and OSU are present to talk through concerns. A date will be negotiated so everyone can be there. It was detemined that a breakfast meeting would be best.
Dates: First Choice: Monday, October 20, 7-9 AM

Second Choice: Wednesday, October 22, 7-9 AM

Shirley will investigate the location.
Sue will contact each committee member for a commitment on a date.
She will relay information concerning place.

AGENDA ITEMS FOR NEXT MEETING:

1. How we are doing with the Mentor/Inductee process.
2. Notion of the Teacher/Leader Cadre.
3. Utilization of lead teachers at the district level, including winter and spring meetings.
4. Share entry year standards from state and begin to think about what this means when it becomes a district responsibility.

Nancy suggested formulating some questions for the committee members to be thinking about in advance of the next meeting. Shirley and Nancy will set up the questions/agenda and mail it enabling members to give them some forethought to the lead teacher concept.

COMMITTEE MEMBERSHIP:
Shirley brought to the attention of the committee that there is not an inductee on the planning committee. There was agreement that a brand new inductee should be invited to be on the committee, perhaps two. Shirley will check this out and if anyone has a good candidate in mind, let her know.

New Albany doesn't have LEA representation on the Planning Committee. Shirley will talk with the three participating teachers and let Sue know who will be on the committee. New Albany will be participating in the lead teacher program.

PRESENTATIONS:
Shirley noted that our Mentor/Inductee program was nominated as one of the exemplary staff development programs in the state. We are one of the finalists and our program will be presented Wednesday, October 8 at BASA.

Shirley has copies of the Entry-Year standards. They have not yet been passed.

NCISE conference will be in Nashville, Tenn. in late November. Shirley, Mark, Sheryl, Eva, Brenda, and Sherry will be attending. Nancy indicated we will have to see how much we spent last year and then look at the travel budget for this year. There is one more consultant to bring in and then balance the funds. Financially, we will have to see how much money is available for travel before we can allocate funds for participants.

JULY, 1987
Discussion evolved around servicing those districts who could not or were not part of the program. The notion of two models emerged. Nancy suggested a planning model by spring quarter to help districts meet their needs. The "home front" could be designed and how it would interact with the other districts. This would provide some linkages among districts. We need to begin to ask what can the university do and what can individual school distrists do. An important question is what are school districts going to do next July, 1987. Any discussion centering on that notion would be worthwhile.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE

Summary of Minutes
October 20, 1986
Casa diPasta

Present: Todd Southern, Shirley Scholl, Charles Brown, Mary Wolfe, Jody Klamfoth, Sherry Kuehnle, Cheryl Hilton, Nancy Zimpher, Mark Stevens, Elmo Kallner, Charles Galloway, Don McIntyre, Bill Armaline, Ken Howey, Sue Rieger

NEXT MEETING: To be announced

HOSTESSING MENTOR/INDUCTEE SESSIONS: The county office paid for and planned the food and drinks for the first session. The OSU/Franklin County project paid for and planned the second meeting. Each district is requested to take a turn hosting the program. Let Shirley know if you are interested in assisting.

FOCUS OF THE MENTOR/INDUCTEE PROGRAM: Ken, Nancy, and Judith want the members of the class to have a common focus and begin to look at instruction in a particular way. This would provide a common language for the mentor and inductee to use together. Therefore, on Oct. 21 and the three subsequent nights the focus will be on the classroom moving from a more global perspective to a more particularized one. There will be structured mentor/inductee dyad activities between the two weeks that they are off. Instructors are trying to give the mentor responsibility for seeing that the inductee is able to spend some time accomplishing the goals.

DUE TO ELECTIONS, THE NOV. 4 MEETING WILL BE HELD AT THE NORTHGATE STAFF DEVELOPMENT CENTER.

PRESENTATION AT BASA: Nancy said the presentation at the BASA conference was excellent. The group was able to tell the participants in the session about the entry year standards which will go into effect in the summer of 1987. Shirley organized the presentation, Nancy and Elmo gave the historical collaboration, Sherry and Cheryl discussed the programmatic aspects of the project. Cheryl showed slides from the program last year and Charles did the summary for the superintendents. Nancy felt the presentation was timely and placed the group in contact with those superintendents who will begin soon to consider a program in their districts.

OTHER PRESENTATIONS: We have applied to the National Council for States of Inservice Education and should hear from them soon. [We have on Oct. 22, been accepted to present at NCSIE.] We have been accepted for the agenda of the Association of Teacher Educators which is largely a university group but also has members in the school arena. This meeting will be in Houston during February.

TEACHER LEADER CADRE: Teacher leaders will present on November 4 the classroom management material which they were trained to do on Oct. 9 & 10 by Carolyn Evertson. Planning for their instruction will take place on Oct. 29 from 4:30-6:30 at the county office. Anyone on the committee interested in attending is welcome.

This will keep with our model to utilize their strengths in an instructional capacity for the Tuesday night meetings. The goal is to get them in a position where they can translate some of this activity in the winter and spring quarter for individual districts. Districts therefore, need to look to the lead teachers to determine what will happen in their districts during winter and spring.

There are nineteen teachers in the cadre. Looking toward the future, there may be too many lead teachers in one district and not enough for the other. The idea was presented that perhaps some exchanges could take place. The ultimate goal being to develop them as teachers of teachers.

GENERAL AGENDA MINUTES: The remainder of the meeting focused on several agenda items. A great deal of discussion and ideas were generated during this time.

1. Mentors and those in the teacher leader cadre are a resource and districts do not want to lose these people who know what to do and how to do it. The possibility was shared of training mentors in some of the instructional models and then having them train other teachers. Perhaps mentors could continue the training of inductees and we would train the mentors. The concern expressed was in regards to some recognition for their efforts so they will be motivated to continue. We will begin to work with the teacher leaders to prepare them for the winter and spring quarters. The question is: What do the districts do with these people who are already trained? They need to be able to teach adults, not just children.

2. Planning Committee Agendas for the future: Nancy proposed that starting in January the Planning Committee begin to focus on planning for the entry year project. Next year could be a pilot for whatever might be decided. We would bring our attention from January to June on what districts need. There could be a sharing of ideas both in the meeting and back in the home districts. There could be some things districts did on a county-wide basis and some on an individual district basis. The important part of the task is to move toward a planning mode that says in 87-88 we will pilot our own district level and county level answer to an entry-year program. Several ideas were discussed including total inservice, bringing in some of the instructional improvement models for everyone to become acquainted with, sharing where different districts are and what they are doing that might be exceptional. Mark suggested perhaps an assessment could be used to determine what's going on in each district or what districts are doing in certain areas.

In summation, when the Planning Committee meets in the future, they will begin to think more specifically about district level plans and a way to use trained people in the districts. The agenda will shift enabling the group to move each district closer to an entry-year plan. We will begin to institutionalize the entry-year program. Therefore, we need a commitment that from January to June the committee will meet to look toward the future. As a group, we will facilitate the process of an entry year program.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE

Summary of Minutes

November 25, 1986

Franklin County Office

Present: Carol Lowe, Lana Borders, Brenda Stallion, Vern Nogel, Cheryl Hilton, Shirley Scholl, Robin Mau, Don McIntyre, Trisha Hart, Sue Rieger, Nancy Zimpher, Mary Wolfe, Gary Berkle.

NEXT MEETING:
To be announced.

AGENDA

1. INSTITUTIONALIZING THIS PROGRAM: Beginning discussions centered around concerns of providing an entry-year program for those teachers who have coaching responsibilities after school. These people have not been involved in the program thus far. The question is whether the state will come up with funds to help provide the assistance necessary for implementing a program. Two options discussed were: 1)those in the program on release time and 2) those in the program after hours on a supplemental contract. The bottom line is someone has to come up with money. Nancy's idea of what we should do in terms of institutionalizing the process is to agree to write district plans for entry year and to provide a structure for doing that and facilitate the writing of these plans. Thus we would assist the districts in having those plans ready by summer. What we would do with the plans: 1) activate and have ready to submit to the state department if that's a part of the timeline and 2) they would be submitted to NIE to show we were able to codify the nature of our program. Each district has a choice as to whether they want to do this or not. To facilitate this we would outline the new standards; come up with a writing outline, ex. rationale, series of assumptions that undergird the program, the roles and responsibilities, the designated titles, what the activities would be, and whether there is a research base or a policy implication. There are imbedded policy implications with hiring new teachers and making induction a condition of employment. What we could do as a planning committee is provide the structure for that to occur. It is critical, however, for us to arrive in June with a planning document on paper that speaks to where we're going to go next year. Nancy believes we must call the question. We present a writing outline and say these things are important for us to talk about. We continue to talk about it, but nothing is forthcoming. From her perception we could be the first induction program in the state and the last one to know what it's going to do in the face of a mandated program. Because this is a district responsibility, we cannot make it up and put it in a new proposal in June. This a critical juncture for the planning committee. Nancy has no problem in doing the work for it. Individual

districts may do what they feel is valuable for their schools. There may be some overlap and some things that the districts could do together. A copy of the entry year legislation needs to be given to all members of the planning committee. Nancy will begin to think through what the standards really mean and so should everyone else. Shirley proposed that the bottom line is how much is the state department going to fund this project. Nancy indicated that we must lobby for money. This project will fail in one year without funds to keep it going. Nancy proposed that we become political with these issues. It is December and we don't know what's going to happen. Don suggested we press the legislature for categorical dollars. Vern said it is difficult for local coffers to sustain a program. Funding must be sought from outside souces so it will be there when individual districts need the money. The legislation is not comprehensive. The state decided to take one nibble at the entry year level. Peer evaluation is another part of an improvement program that was not mentioned in the legislature.
Nancy proposed: 1) Circulate the legislation;
2) Tease out what are the critical questions;
3) Propose a design to answer the critical questions
We should devote 2/3 of our time to the above and 1/3 to keeping the project running while we're trying to look to the future. Don noted that the area superintendents will be meeting in early January and the induction process is on the agenda.

2. PRINCIPAL INVOLVEMENT: Cheryl suggested doing a presentation for the principals to help them understand the program a little more. Shirley felt that next year principals need to look at the entry year program. Cheryl felt they had been isolated and decisions had been made around them and in some cases they do not know what they are. Discussion centered on how to help principals understand what the program is and provide them with information. It was decided that at the next area local superintendents' meeting, January 16, 1987, the principals would be invited to attend with their superintendent to hear a presentation on the Induction Program. Don indicated they would contact those they want to have speak at this meeting.

3. PRESENTATIONS: A. SSCO - School Study Council of Ohio. Mark, Sherry and Cheryl presented information on the topic "Mentoring a District Approach" for an awareness session. They spoke for three hours and felt the program was very well received and had lots of participation by attendees.
B. Logan County Schools - Cheryl, Shirley and Katie McGinitie went to Bellefontaine to make a presentation to the board concerning our mentor and inductee program.
C. NCSIE Conference in Nashville - Brenda, Shirley, Sherry, Cheryl and Eva Weizs made the presentation. A document was developed and disseminated at the conference. The document will be in the ERIC resource. Title of the presentation was "The Right Stuff: Elements for Structuring an Induction Year Project." Our model shows how the university and the local school

districts can collaborate.

4. REPORT ON LARGE GROUP MENTOR/INDUCTEE MEETINGS: Nancy indicated that we have now had four large group meetings of the mentors and inductees. The first one being at Scott Hall which was our awareness meeting; the next meeting was at the Southeast Career Center; then Northgate Staff Development Center; and back to Southeast. We are trying to have a common focus on classroom management and also trying to bring to a reality the notion of the classroom teacher as an inquiring professional plus develop the idea of teachers using action research in their classrooms. The Teacher/Leader Cadre during the last two sessions has provided instructional input. At the last meeting, mentors and inductees will be given a notebook as a way of organizing their materials which will be accumulated throughout the year.

5. TEACHER/LEADER CADRE: Next meeting will be on January 20, 1987. They will help plan the four meetings scheduled in the various districts. There will be two meetings in the winter and two in the spring; as yet the content of those meetings has not been developed. Nancy indicated there were two agendas for this group; 1) the direct delivery of instruction for the inductees and mentors, and
2) for the cadre to learn new things. The program is evolving. We need to come to the next T/L meeting with some alternative assessment approaches so they can take back to their districts some designs for assessing the needs of their teachers. Nancy feels the T/L Cadre is very impressive. They arrive on time, they're very ready and energetic and tolerant of the unstructured focus. They are all involved and interested in making the project go.

6. WINTER/SPRING MEETINGS: We hope the Lead Teacher Cadre will help us decide what we will do and how we will do it for the two meetings scheduled in the winter and the two in the spring.

A PROPOSAL FOR THE ENTRY YEAR STANDARDS IS ATTACHED TO THESE MINUTES.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE

SUMMARY OF MINUTES

FEBRUARY 3, 1987

FRANKLIN COUNTY OFFICE

PRESENT: Karen Link, Jodi Klamfoth, Lana Borders, Shirley Scholl, Cheryl Hilton, Mary Wolfe, Carol Lowe, Charles Brown, Gary Burkle, Don McIntyre, Sue Rieger, Ken Howey, Todd Sothern, Sherry Kuehnle, and Elmo Kallner.

IMPORTANT DATES FOR YOUR CALENDAR

Next Planning committee meeting: TUESDAY, MARCH 10, 4.00, COUNTY OFFICE.

February 10.......Teacher/Leader Cadre meeting 4-6:30, Asbury Ele.
17.......EEI training by Glenn Savage at Asbury, 4-6:30
24.......Groveport TLC's district meeting at Asbury
Hamilton TLC's district meeting at High School
Dublin's TLC district meeting at Riverside Ele.
all beginning at 4:00

March 3.......Teacher/Leader Cadre meeting 4-6:30, Asbury Ele.
10.......Planning committee meeting
Dublin— 17 or 31.Hamilton TLC's district meeting at High School
24.......Groveport TLC's district meeting at Asbury

April 7—Dublin Hamilton TLC's district meeting at High School
14.......Groveport TLC's district meeting at Asbury

May 19.......(Tentative) Inductee/Mentor Celebration Meeting
28-29....Professional Development Conference

AGENDA

1. WHAT IS GOING ON IN THE DISTRICTS WITH REGARDS TO THE INDUCTION PROGRAM; INCLUDING THE WINTER AND SPRING MEETINGS THAT WERE SCHEDULED AT THE DISTRICT LEVEL AND THE RELATIONSHIP OF THOSE MEETINGS AND ACTIVITIES TO THE TEACHER/LEADER CADRE.

We met several times in the fall with mentors and inductees to prepare the dyads to work together for the rest of the year. They are engaged in an action research project and there are plans to meet them twice in the winter and twice in the spring. The teacher leader cadre has continued to meet--last meeting February 20. They will meet three times during the year and have a final meeting with mentors and inductees on May 19.

There will be three district meetings which the Cadre will plan and lead. Those involved include Hamilton, Dublin, and Groveport. (See above dates.) Groveport's emphasis will be on Madeline Hunter's EEI. TLCs of Groveport will be trained in some aspects of EEI,on February 17 which they in turn will be presenting to the mentors and inductees in three subsequent meetings. Hamilton TLCs will also attend the training session as a way to better understand the EEI model and its components, but their three meetings will continue with the Carolyn Evertson's Classroom Management model. Barbara Hyre in Dublin will meet with teachers to determine their needs and then schedule follow-up meetings.

Ken and Nancy on February 24, will make their way around the county to attend these meetings for 15-20 minutes to talk about how the assignment is coming along and when it is due. Planning committee members are encouraged to attend any of the meetings.

The Teacher/Leader Cadre will have two more meetings as a group focusing on (1.) teacher leadership roles and models for teacher leadership and (2.) the research on teacher effectiveness and effective schools. These were two areas in which the Cadre requested information.

On May 28-29 OSU in collaboration with CEA and SSCO will present a program entitled "Alternative Models for Instructional Improvement". We will have representatives from Madeline Hunter, PLS, TESA, Reading Recovery, Cooperative Learning, and C. Evertson--Classroom Management. The profession in the area will critique these models as instructional improvement models. Tom Good will critique them from the research perspective and Gary Griffin may come to critique them from the perspective of effective staff development. Creating cooperative learning environments is a model of David and Roger Johnson from the University of Minnesota. They have agreed to come in a day or so ahead and work with members of the PAR effort in Columbus as well as TLC members if we can find a way to subsidize that effort. Ken Howey gave us more thorough background on the model. The Cadre showed some interest in this model. For the training to take place it will take: 1. funds to bring them in for the day or two and 2. release time for the cadre and any planning committee members to attend. The Cadre needs support from the districts for the release time or the possibility of scholarships--which is a new concept. The OERI project has $600 left in the fund. So, we have to look for funds elsewhere to subsidize this venture. Nancy indicated we had to put the information on the table and see what the Johnson's commitment would be.

2. INSTITUTIONALIZING THIS PROGRAM WHICH INCLUDES NOT ONLY WHAT WE PUT IN THE PROPOSAL FOR NEXT YEAR, BUT HOW WE MIGHT ADDRESS THE NEW STATE STANDARDS ON ENTRY AND INDUCTION.

Nancy, Ken, and superintendents have had separate meetings with Nancy Eberhart and members of her staff concerning perspectives related to the Entry Year Program. There may be a pilot year next year in the state, which Nancy felt we would be in a good position for possible acceptance and possible funding. Discussion continued on funding for the entry year program from the state legislature.

Looking at the state standards, there are some questions we have to ask: (the ten Nancy proposed are attached) We can answer who is a mentor, but we do not have as tight a definition of roles and responsibilities that we might like to have. Selection--we've reviewed that and gotten informtion from the project participants from last year. We have tried to put a definition together,but we have a long way to go in this regard. We've only scratched the surface on giving mentors and inductees adequate time. The state ratio is 14-1, but is that the only way you can go--we've had a very rich formula of 1 to 1. The missing question is what is the nature of the program? Nancy feels that we have a very substantive direction for our program in the notion of inquiry and we keep getting a little closer to it each year.

We have a terrific resource in the Teacher/Leader Cadre. They have an enormous amount of energy and we could use them to begin to give us illustrations on paper of some of these entry year designs. Ken and Nancy can also come back to the Planning Committee with some answers to the questions.

Shirley felt that members had ideas concerning entry year and asked them to share those notions about the program design:
1. Charles Brown indicated that we need commitment on the part of everyone to be a collaborative effort. Small districts cannot stand alone and are not able to place one person in charge of 14 people unless they are separately funded and that's not possible. Districts, however, need flexibility for those things which they have common and those which they do not have in common.

2. Elmo stated we could not give up the basic format that has been developed here during the last two years. It has given us the impetus to go into the implementation year with a program. Agreed with Charles on the need for flexibilty. We have focused on the needs of the entry-year person and we cannot leave that priority.

3.Cheryl felt the strength has been with the one to one relationship with the mentor being in the classroom.

4.Todd added that it was important to have the collaboration of OSU to do the training of the mentors and inductees in coursework. It would be difficult for the local districts to do that.

Shirley discussed the availability of fee waivers. Nancy indicated that districts may want to look at distribution policies. It appears that the system sometimes rewards seniority, but this is a time when we're focusing on beginners, who are usually at the end of the line for fee authorization. One recommendation she made was for districts to look at this process and see that it doesn't constrain entry year activity by using old distribution rules that no longer apply. OSU at this time does not plan on terminating fee waivers.

In summary Ken identified the following unique characteristics that he heard members stating should be maintained:
1. We do need to find ways to provide release time for mentors.
2. We focus on the basic needs of the beginner. There is a good approach in its inquiring professional component.
3. We have a joint training model that also split people off to determine individual problems.
4 It should have some impact on OSU and influence our thinking on what we do or will do at OSU.
5. The program has fostered some cross-districts sharing of resources.
6. A group of teachers with leadership opportunities came from mentor opportunities.
7. Documentation of the program has been unique.

Nancy added that one of our uniquenesses is that OSU and Franklin County have been able to collaborate for such a long time. She also indicated that we need to invest more energy in the selection of mentors. We need to have a corroborating agreement that a person should take the mentor role. There should be quality checks that this is a good person. We may ask the TLC to give us help on not only criteria, but conditions of service.

2-3-87

THE ENTRY YEAR STANDARDS

Questions to answer

1. Who is a mentor (define roles and responsibilities)?

2. How could districts/universities/agencies collaborate in an entry-year program?

3. What structures could be used for jointly planning entry year programs?

4. What are the criteria and procedures for selecting mentors?

5. What are alternative ways at arriving at the 14 to 1 ratio of inductees to mentors?

6. What are the categories of programming appropriate for beginning teachers?

7. What are alternative forms of reimbursement for mentor teacher service?

8. What should be the nature of mentor training?

9. How should entry year programs be evaluated?

10. How could we study the effects of entry year programming?

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE
SUMMARY OF MINUTES
MARCH 10, 1987
FRANKLIN COUNTY OFFICE

PRESENT: Carol Lowe, Robin Mau, Sherry Kuehnle, Cheryl Hilton, Sue Rieger, Nancy Zimpher, Jodi Klamfoth, Ken Howey, Mary Wolfe, Gary Burkle, Chris Bowser, Elmo Kallner, and Mark Frazier, Shirley Schol

NEXT PLANNING COMMITTEE MEETING
Thursday, April 16, 4:00-6:30 at the Franklin County Office

Possible topics include:
* plans for May 12 meeting of Mentors and Inductees
* documentation of program outcomes
* direction for third proposal to NIE

AGENDA

I. Several presentations have been given during the past month:

Nancy--AACTE (American Association of Colleges for Teacher Education)--met in Washington and the federal funding agency for NIE projects was able to hold a meeting for all NIE grant recipients. They gave an analysis of the thirty projects (copy is in these minutes). Some topics dealt with supervision, induction, observation, mentoring and the thirty-first project which documents the other thrity projects--called "The Network." We will attempt to show the impact of our program through documentation that will be required in the spring.

ATE--Association of Teacher Educators--a summary of our project along with three others from Baruch College, Peabody College, and Kent State was presented.

The Nashville group will be presenting their material again at a conference in Ohio to a group of Ohio Teacher Educators.

Cheryl mentioned that a group had applied to present at the National and State Middle School conference.

Shirley and Sue traveled with Steve Gordon to Wilmington, Ohio to present information on our project to the county superintendents in Southwest Ohio.

II. Teacher Leader Cadre (TLC) met last week and discussed the final meeting of the mentors and inductees on May 12. Nancy, Ken, and Shirley also attended the cadre presentations the previous week, as they led the mentors and inductees in specific activities in their individual districts. They felt the cadre had done a tremendous job.

Plans for the May 12 get-together:
Possibilities--
A. Each person or group prepare a 250 word abstract of their action

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE
SUMMARY OF MINUTES
MARCH 10, 1987
FRANKLIN COUNTY OFFICE

PRESENT: Carol Lowe, Robin Mau, Sherry Kuehnle, Cheryl Hilton, Sue Rieger, Nancy Zimpher, Jodi Klamfoth, Ken Howey, Mary Wolfe, Gary Burkle, Chris Bowser, Elmo Kallner, and Mark Frazier.

NEXT PLANNING COMMITTEE MEETING
Either Tuesday, April 14 or Thursday, April 16--further information on the specific day will be forthcoming
Possible discussion topics:
* plans for May 12 meeting of Mentors and Inductees
* documentation of program outcomes
* direction for third proposal to NIE

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Plans for the May 12 get-together:
Possibilities--
A. Each person or group prepare a 250 word abstract of their action

research project in advance of the May 12 meeting.
B. Structure may be provided whereby interested people would be able to present their study in something like a mini-conference.
C. There will be food. Shirley will check into Wendys and Rax as possibilities. Last year Pizza Hut donated the food. Several committee members were going to help Shirley investigate possibilities--call her by APRIL 1.
D. The mentors and inductees will be requested to fill out some forms or provide other information as we begin to document and assess outcomes of the project for The Network.
E. We will meet at Southeast Career Center, 4:00-6:00.
F. There will also be acknowledgements for mentors and inductees who have participated. Last year a pin was given to teachers. Shirley and others will begin looking into what we will propose this year and she and Nancy may have to determine what that will be since time is getting close.

III. Teacher Leader Cadre
A summer institute is being planned for the cadre for a week. Information will be obtained from them as to where and when in July they would like to meet.

We need to get ourselves in a good position to become a pilot endeavor with the State Department. NIE funds will be reproposed for next year and hopefully we will receive another grant. Fee waivers will also be available next year, since the project has continued to generate them throughout this year.

Discussion continued on whether to open the TLC group to other teachers who might be interested in some leadership opportunities. Some of the issues discussed were:
* Perhaps amend form from last year asking association presidents and principals to nominate others.
* Do cadre members need to have been part of the mentor/inductee program?
* Will the cadre support the mentor/inductee program or will there be other opportunities for them?

IV. Institutionalizing our Program
* We must continue with the TLC group and consider what will be their role and continue with action research.
* We may need to spend quality hours following the May meeting to determine the grist for next year's proposal. We may need time in late May or June to put everything together.

The discussion moved to an idea Shirley had about providing time for mentors and inductees to observe and coach each other. She proposed the possibility of subs being trained at the County Office to substitute in buildings around the local districts while mentors and inductees met. She presented ideas on how this might work, but the money issue was brought up by districts who felt this would be difficult to provide. Alternative ideas were discussed such as principals sub or half-day subs. Nancy requested that Shirley bring several options to the next meeting on paper and maybe we could generate more. The discussion then moved to providing training for the mentors. Cheryl thought mentors needed a firm idea of what was expected of them and then provide training. Sherry indicated that mentors and inductee meetings the first couple of weeks of school was not a good idea; later would be better. Jodi felt that mentors needed to be assigned to inductees before school starts--Groveport had sent letter to new teachers identifying their mentor prior to the opening of school. Sherry felt it would be a good idea to find out who was interested in mentoring in June.

Nancy summed it up:
1. Easy identification of mentors
2. Give mentors some idea of how to initially contact inductee
3. Mentor orientation so mentor could orient inductee
4. Provide some kind of program for release time
5. Know what we have in mind for mentors to do
6. Do mentor and inductee pairing in job alike situations or closer proximity

Ken suggested as a target to take once a month for half a day to release mentors and/or inductees. The district would make some financial contribution and perhaps the project could make some financial contribution. We need continuity over time. What becomes powerful is a contemplative reflective practitioner. The power of a good, experienced teacher would sustain a problem solving model.

Shirley mentioned that when superintendents met, they supported release time more than anythng else. Elmo discussed that there are districts that cannot provide release time due to their financial situation. He said they were willing to participate, but money hindered everyone in the districts.

Ken suggested that we need to document both the good things and the bad things about the project.

V. May 28 and 29 conference on alternative instructional improvement models:
Shirley indicated that there was a strong possibility that the County Office would be able to provide some scholarships under certain conditions. Jodi indicated that COTA had allocated some money for scholarships for the conference also. Keep Shirley informed of any othe possibilities.

VI. Update on involving principals:
* Nancy, Ken, Shirley, and Jim Barr met with Dr. Galloway. They decided they needed more time with administrators and the teacher induction program to design program. It is in the works, but we don't know what is going to happen yet. We need to get some numbers on who will be in the program.
* Hamilton is having three administrators sit in on a panel for their next meeting.
* We need to work with the Administrative Update to help with communication about our project and other possibilities.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE
SUMMARY OF MINUTES
APRIL 16, 1987
FRANKLIN COUNTY OFFICE

PRESENT: Sherry Kuehnle, Chris Bowser, Shirley Scholl, Ed Norton, Mark Frazier, Cheryl Hilton, Sue Rieger, Nancy Zimpher, Ann Hyland (Bexley observer), Carol Lowe, Jodi Klamfoth, Mary Wolfe.

NEXT PLANNING COMMITTEE MEETING
Wednesday, June 10, at 5:00 for dinner at Casa DiPasta. All committee members please attend. District administrators (principals) and LEAs from the five districts are also invited. We will discuss the successes of this year and begin to plan for next year.

AGENDA
A synopsis of the thirty OERI projects was distributed to those in attendance.

PRESENTATIONS UPDATE: State Joint Conferences of the Ohio Association of Teacher Educators and the Ohio Association of Colleges for Teacher Education--Brenda, Shirley, Sherry, Sheryl, and Eva Weisz were the presenters. Cheryl and Shirley also presented the same night at the Delta Kappa Gamma meeting.

Shirley reported that we have been invited to be one of ten entry-year programs that will be presented at the May Staff Development Conference, May 6-8, sponsored by the State Department of Education. An inductee and a mentor may be added to the group of presenters, plus a T/L cadre member.

Deanne Prince, her inductee, and Sheryl are presenting at the Ohio Middle School Association in a couple of weeks.

The Curriculum Council wanted an update on the induction project and Cheryl will be reviewing that.

LEGISLATIVE ENTRY-YEAR UPDATE: At this time, it appears that the State Department will not implement the entry-year standards next year. Mostly this is due to the financial situation. Therefore, the State Department will be trying to get as many districts as are interested, knowledgeable about entry-year. They will work through the Regional Councils for Staff Development to announce two conferences for the summer:
1) June 8 and 9, at Deercreek--School districts will bring teams selected through their regional council to discuss how to plan and design an induction program. Must come as a team: representative of the administrators, the teachers, and a staff development person would come together. The commitment would be to pilot an induction program next year. We will be a resource for this endeavor, and send a team from our planning committee.
2) August 9-14 at Mohican--The State Department will take registrations from those distrists that came in June as teams for

two people who will ultimately go back to the district and train mentors. Therefore, this will be a training of mentor trainers. This comes close to our Teacher/Leader Cadre. Again, this may not be something we need, but is in part a testimony to what we've been doing. An appropriate response for us might be to send a team from the Planning Committee because we already have a collaborative arrangement and the state would perhaps like to encourage other collaborative multidistrict arrangements.

Nancy recommended that we send a group to these sessions representing our Planning Committee. Each team is to be composed of 3-5 recommended persons including:

a) At least two (2) teacher leaders representing the teachers' organization;
b) A building principal;
c) A central office person in charge of staff development;
d) A school board representative may be included.

Participation is open only to those districts who follow the team concept. Districts must specify participants in the above categories.

We are composing a list of volunteers for the above team. If you are interested in participating, please let Shirley know.

DISTRICT LEVEL MEETINGS: Hamilton--Carol indicated that teachers were interested in something on special groups. Therefore, they had Patty Brown from the County Office come in and talk about managing youngsters in the classroom, with an emphasis on mainstreaming. They had a potluck supper because teachers indicated they enjoyed having food during their meetings. Carol indicated that Hamilton teachers prefer the local meetings as opposed to the overall meeting.

Nancy commented that the overall meetings do have to "grow on you." But, the emphasis is that individual teachers and districts are part of a very large endeavor. Perhaps some happy medium might be helpful.

Dublin--Mary reported on Barbara Hyre's endeavors. Their last session was a continuation of EEI and a teacher did a presentation on motivation.

Groveport--They had their third meeting and had split into two groups elementary and middle school/secondary. The middle school TLCs taught the middle and secondary teachers their EEI sections.

MAY 12 FINAL MENTOR/INDUCTEE MEETING

Nancy will be sending out a letter requesting teachers to complete an abstract of their action research project and calling for participants to present their projects in a round robin fashion. We had envisioned having a booklet to hand out on the 12th of the different abstracts. This letter would include:

1. An abstract (we'll include a sample)
2. Name the team members and the title of the project
3. Indicate whether they would be willing to present their project.
4. Hand in one abstract/group.

There will be three twenty minute sessions and mentors/inductees can shop and hear three presentations.

We will begin at 4:30 with the following agenda:

- Nancy will give the welcome
- Sheryl, Brenda, and Eva will give their presentation
- Round robin sessions of sharing action research projects--20-20-20 (3 sessions, 20 min each)
- Return to large room for food, awards and filling out project evaluation forms
    - Shirley will present to mentors or inductees
    - Carol Lowe will present to M or I
    - Ken will read names of TLC

Awards: We will give a gold apple which Jodi shared with us for mentors and inductees and planning committee. We will order 175 of them at $ .50 each. The pin will be attached to a card, letter or certificate with each person's name and presented to them.
Jodi and Sherry will be looking for an award to give the TLC. Nancy suggested a cup or something for a dollar.

We will be doing interviews again. Chris, Jodi, Carol, Sheryl and Sherry have volunteered to do ten interviews again. We will review the questions from last year and design a questionnaire for this year. Interviews do not have to be completed until June 12. We will interview 25 mentors and 25 inductees with a random sample.
Carol--Hamilton & part of Groveport
Jodi--out of district
Chris & Sherry--Groveport
Sheryl--Dublin

Shirley proposed an inventory for the TLC which was based upon an article by Fenstermacher in an issue of TIP. It would include asking the cadre to read the article and answer the questionnaire. The article explains teachers teaching teachers. It was decided that Shirley would send the questionnaire and article out if she did not hear any comments to the contrary by April 27.

MAY 28 AND 29
One of the Johnson brothers will be coming on May 28 to train teachers in the cooperative learning model. Several PAR teachers are interested and there may be TLC members who also are interested. There will not be any registration fee, but teachers will need the day off.

There will be a conference on May 28, evening and May 29 all day related to instructional improvement models. There will be a brochure going out to everyone soon. The registration is $50 for both days and $40 for Friday only. COTA has some scholarships (possibly 10) that are available for the TLC and/or the Planning

Committee. If teachers are interested, they should see their district presidents and they will notify Jodi. The County Office would provide scholarships for those who will attend as a team.

TLC--Nancy has sent out letters for anyone who would like to join the TLC. The course will be held July 13 - 17 and start at about 8:30-4:00. It is open to anyone in the TLC, Planning Committee members, and anyone interested in being part of TLC.

FRANKLIN COUNTY/OSU PROGRAM PLANNING COMMITTEE
SUMMARY OF MINUTES
JUNE 10, 1987
CASA DI PASTA

PRESENT: Lana Borders, Vern Noggle, Elmo Kallner, Carol Lowe, Charles Brown, Mary Wolfe, Sue Rieger, Nancy Zimpher, Shirley Scholl, Jim Bower, Janet Schultz-Russell, Sherry Kuehnle, Cheryl Hilton, and Ken Howey. Bauer

NEXT PLANNING COMMITTEE MEETING
The next meeting will take place in August. We will send a memo later as to the specific time and place.

** Note: We need letters of concurrence stating that you support the project. They should be sent to Don Anderson as soon as possible. We need one from each superintendent and each president.

AGENDA
1. Update--Nancy

We are guaranteed a third year with the project, but we do have to write a proposal for the third year. The deadline is July 17, 1987 for the submission of the proposal.

State Department has developed a plan to help districts with the entry year program. On Monday and Tuesday, June 8 and 9, they provided a session to help districts begin to think about establishing an induction year program. Our county was represented by Dot Landis, Carol Lowe, Cheryl Hilton, and Sherry Kuehnle. Shirley shared how the participants were chosen and how their registration was paid. In August there will be a week long session to prepare people to prepare mentors or training of mentor trainers. For this session, Barbara Hyre and Dot Landis will be attending (coming from the two largest districts), but Cheryl indicated we would also like for she and Carol Lowe to attend to represent the county office and one other district.

Nancy and Ken helped plan and implement the two day sessions. They wanted to utilize some model programs and the three they used were ours, Dayton City Schools, and PAR in Columbus. These are all very different, but the underlying assumption is that the State Department wants it to be an enhancement and assistance program, but doesn't preclude linking this to evaluation.

The week of July 13 we will have a workshop with the Teacher Leader Cadre. We can talk with them about being teacher leaders and we can use it as an opportunity to prepare them for particular leadership roles in our project.

2. Evaluation of the 1986-87 Program: Year II

Sue Rieger provided a summary of comments from mentors and inductees gleaned from the May 12 meeting. The major points they made were:

- More administrative support

- More opportunities for teachers to provide us with feedback
- More small group sessions
- Time allocated for mentors and inductees to talk, observe, reflect throughout the school year.

A list of discussion ideas was also presented based upon the feedback received.

Shirley discussed an analysis she completed with the Teacher Leader Cadre. (If you would like a copy, please call Shirley.) She indicated that they were asking for the same things, for example, administrative support, small group meetings instead of large meetings. This evaluation was about the Teacher Leader Cadre, but it did spill over into the induction program. Cadre became concerned because we did not do a needs assessment with this group of inductees. Administrators need to be more involved. Shirley felt that the action research served an excellent purpose, although every teacher that was involved may not have understood its significance.

Informal comments:

Jim indicated that Dublin H. S. had completed a climate study and what we discussed was what the study suggested. He felt that many of their new teachers would benefit from our program, but he also indicated that administrative support was important.

Nancy indicated that we have not found a good way to communicate with building-level principals. We do a good job with teachers and superintendents, but we need to communicate more with principals. Discussion then centered upon third-party assistance and mentors used as evaluators. It was suggested by Shirley that on August 17 when the administrators meet, that there be a review of our program. Nancy stated that we must face the fact that we do not have any real criteria for mentor selection and a voluntary, but imposed inductee participation system. So, we have many things to be worked out yet.

Charles suggested that maybe a short hand-out or pamphlet could be provided explaining our project, whatever could be briefly placed in someone's hand. Ken agreed that this would be beneficial. Discussion then centered around superintendents identifying teachers to participate in the leadership cadre. Nancy stated that we do not encourage necessarily a teacher leader would have to show leadership by assuming a formal administrative position. This is not the goal. What we're not clear on is is there anything and if so is it supported by this program. Is there some level of contribution that someone could make to the district who is not going to be a principal or supervisor, but rather a leader among teachers in some quasi-official capacity. We can be clear with the teacher leader cadre as to what the expectations are. Do we want the teacher leader cadre to serve in any kind of instructional capacity in the project because this is a way of decentralizing and making the experience more personal. We have agreed to the cadre being a critical link in the induction program. Whether they become more to the districts is for the districts to decide.

3. Input for next year--Cheryl

Development of a local steering committee because we need more local ownership. This committee would screen the mentors, which we feel is an important issue. Handbook for mentors so it is very specific what we expect mentors to do. An evaluation process to determine if mentors did what we expected is important. Mentors need to develop a relationship with the inductees such as the logs which were used during the first year or the reflective packet. Release time is essential and perhaps the steering committee could develop this. Each district needs to come up with a written plan. Mentors could be assigned to inductees at time of employment and training for the mentors as to what it means to be a mentor guide. The roles of the teacher leaders need to be defined. Maybe the inductees do not need a course, but the mentors should be trained who would filter the information down. Research generated by the program should be disseminated, example Brenda's dissertation data.

4. Nancy summarized common themes throughout the meeting.

* Essentially keep our county-wide collaborative effort going hopefully in the form of a program planning committee.

* To work on decentralization to build ownship in each of the districts.

* Be explicit about the roles of the teacher leader cadre, mentors, and inductees and the expectations of these roles.

* To back up the emphasis of our instruction at least at the teacher leader cadre level primarily and move to work with mentors who will work with inductees. So our emphasis may be on the teacher leader cadre.

* Work on information dissemination. Find some ways to translate what we're doing to middle management and review our interest in handbooks and other materials that would support our efforts.

* Shirley: Teacher leader cadre is the key group of people.

* How to use the program planning committee to institutionalize this project.

* Ken: The cadre is an empowerment for teachers not a training program for administrators.

We will recycle the teacher leader cadre forms to superintendents and LEA's. They may wish to recruit those who they feel would be good candidates for the cadre.

We will begin to get things rolling for next year and convene a substructure including the four people who went to the state department meeting and to work with Shirley and anyone else who is interested. When we have something formulated, we will let you know.

Franklin Co/OSU Induction Project

Summary of Minutes

COORDINATING COMMITTEE (NEW NAME FOR REVISED PLANNING COMMITTEE)

SEPTEMBER 9, 1987

EASTLAND JVS

PRESENT: Shirley Scholl, Fred Wolfe, Don McIntyre, Pat Lee, Jim Rowley, Pat Fletcher, Jodi Reed, Bev Steger, Connie Stiltner, Trish Hart, Lana Borders, Marilyn Wagner, Sara Jane Gahm, Betsy Graham, Carolyn Butler, Donna Friedman, Dot Landis, Sherry Kuennle, Jodi Klamfoth, Connie Carr, Judy Pinel, Jeanne Saum, Marsha Barnhart, Teresa Koon, Cheryl Hilton, Carol Lowe, Nancy Zimpner, Sue Rieger.

FUTURE MEETINGS: The coordinating committee (alias program planning committee) will meet once each quarter. The next meeting will be scheduled for sometime during winter quarter. All superintendents, LEA's and TLC's will be notified.

AGENDA:

A. Schedule of TLC meetings for fall quarter:
All meetings will be held from 4:00 pm - 6:00 pm at Eastland JVS.
Tuesday, September 22
Wednesday, October 21
Thursday, December 3

B. Progress in each of the five districts:
Plain Local-Cadre members have spoken to the new superintendent concerning our project and he has indicated that he will be giving it his attention at a little later time. Cadre members have drafted a plan for their district to consider.

Groveport-Cadre members are sending out a letter to administrators and teachers for volunteers to be on the steering committee. The group will meet next Tuesday, Sept. 15, to discuss similar ideas to those posed this summer in the workshop.

Hamilton-Group has met and decided to pilot the program developed in the workshop. Carol has met with inductees and asked them to keep a journal. Much is being learned as they "do it!"
They have develped a checklist of items for mentors to use with their inductees. The checklist is attached to the minutes for those interested.

Canal-They are using the draft from the TLC and developing the steering committee as designated in their proposal. They have met about three times. Mentors and inductees were matched prior to school. They have also utilized a checklist to give to mentors to use with inductees (similar to Hamilton's).

Dublin-Barbara is on their steering committee. On September 28 Cheryl and Shirley will be presenting at Dublin's first meeting of mentors on the topic of parent/teacher conferences. Shirley will be asking Dublin if they have others they wish to join the TLC or can they utilize some of those already trained from other districts.

District Counts

	I	M	TLC
Plain	4 1/2	1/2?	3
Groveport Madison	6	6	17
		35-40??	
Hamilton	9-11	11?	2
Canal	2	2	2
Dublin	60	60?	1

C. Questions posed by those in attendance:

* Mentor activity for credit
* TLC for credit
* Action research in the classroom for credit
* TLC money
* Meeting times related to credit (given in part A)
* Crossing district lines
* Local-next steps
* Materials, handbook
* Coordinating Committee Schedule (will meet once per quarter & this was it for fall)
* Log of first week activities
* Fee waivers
* Research subjects

Answers:

TLC will enroll for three credits per quarter for a total of 9 credits/year. We will meet 3 times a quarter to ready each cadre member for home district activities. Mentors will enroll for three credits for one quarter and we would convene them X number of time throughout the year. Inductees would not receive any credit. (This was outline presented at workshop.)

The contracts office is reviewing the agreement on fee waivers and Franklin Co. office will receive the waivers generated from the project which will most likely be able to cover TLC and mentors. We could look into possible CEU's.

Jim Rowley will be developing a handbook for mentors and has the first draft of the district orientation section ready. This pilot handbook will probably be his dissertation. He will be exploring a variety of way in which he can study the impact of the handbook. Sue Rieger will be doing a qualitative analysis of inquiry and reflectivity which will probably become her dissertation. Inaddition we will be documenting and evaluating the project for the OERI final report.

It may be possible for us to cross district lines. One possibility could be the Sept. 24 orientation of the county office to new teachers. If mentors would like to attend with their inductees and utilize the opportunity, please let Shirley now.

y Sept. [illegible], please let us know the number of mentors wishing redit. Mentors will receive 3 hrs. credit for probably spring uarter. There will be 30 hrs of contact work, with 2/3 for irect instruction and 1/3 for independent activity. ltimately mentors will have a role in peer leadership. We are nly interested in those who are concerned with professional evelopment among peers-advise teachers to choose wisely.

COORDINATING COMMITTEE MINUTES

Columbus Museum of Art
Tuesday, May 24, 1988
4:00 - 6:00 PM
Final Project Meeting

I. Present: A number of Cadre members, Elmo Kallner, Shirley Scholl and guest, Nancy Zimpher, Cheryl Hilton, Sue Rieger

II. Shirley Scholl gave the welcome. Craig McDaniel, Director of Programs gave a short presentation, including a film, about the museum.

III. District Progress Reports:

Canal Winchester: Jodi Klamfoth stated that they had adopted a document for beginning teachers for the induction program in the district.

Hamilton: Carol Love indicated that they had implemented a pilot program this year which Carol and Cathy Loreno have led for mentors and inductees in the district. Future plans are for the steering committee to meet again (they met last August) and for Carol and Cathy to begin to develop, this summer, a mentor handbook.

New Albany: Connie Carr shared that they would begin to work with the steering committee and place names next to job descriptions for mentors, etc. They plan to focus on inservice for the entire staff because of the small number of teachers in the district.

County Office: Jacque Merz is working with the handicapped programs in the county to institute mentors for new teachers in these programs.

Groveport-Madison: Sherry Kuehnle said that their proposal had gone to negotiations for approval.

IV. Columbus Foundation Grant

Lana Borders, Marilyn Wagner, Patty Lee, Steve Cunningham and Cheryl Bruggers at the Freshman School have received a $10,000 grant with an additional $5000 inkind money (for a total of $20,000) from the Columbus Foundation. Their proposal provides opportunities for students to be involved in community service, thus linking the school and community in a supportive manner.

V. Final Report on our Project--Nancy Zimpher

Nancy made the following points regarding the OSU/Franklin County Induction Project:

- Shirley Scholl should be enshrined. Her insightfulness and her desire to do something to help teachers initiated the collaborative efforts between the county and the university.

- We have a long history of collaborative work and the work of teacher leaders (many who have been LEA presidents) has been terrific. They are the pioneers in the teacher leader role.

- What we have accomplished: 1) mentored 100+ beginning teachers; 2) worked with local districts; 3) developed the Teacher Leader Cadre; 4) taught many courses and participated in two state-wide conferences; and 5) four dissertations have come from the project.

- The impetus of a model of what can done are the efforts of Lana and associates, and Sara Jane and Dot (who submitted an OERI proposal).

- There has been an incredible amount of dissemination nationally.

- Nancy believes that we have come the furthest of all OERI projects and towards institutionalization of the program.

- The final report will be sent to all Teacher Leader Cadre members as testimony to their involvement in the project.

- Currently, Nancy is working in the area of Masters and Doctoral programs for the professional growth of teachers and an area in professional development will soon be offered in both these degree areas.

- Nancy acknowledged the contributions of each person present at the meeting for the success of the project.

VI. Future Plans

Shirley led a discussion with those in attendance regarding plans for next year. The following ideas were taken into consideration:

a.) meet three times during next year;
b.) have food;
c.) provide a list of OSU classes in Masters and Doctoral program for Professional Development;
d.) provide speakers at various times to assist the TLC who will continue to work with mentors in their district;
e.) early October was determined as a good time for the first meeting.

The meeting was adjourned with a dinner served compliments of Rax and Shirley had asked the Teacher Leader Cadre to complete a survey form and return it to her as soon as possible.

APPENDIX A-7

Stipends for Teacher Leader Cadre

ASSIGNMENTS FOR STIPENDS

Assignment 1: Coordinating a mentor and inductee program in the district.

Cathy Loreno

Assignment 2: Presenting a class session for the leadership course.

Dot Landis
Sherry Kuehnle

Assignment 3: Administer BARS to all mentors and inductees.
Jodi Klamfoth
Teresa Koon

Assignment 4: Give a questionnaire to mentors.
Jodi Klamfoth
Teresa Koon

Assignment 5: Meet with a mentor and inductee dyad monthly.
Sara Gahm
Betsy Gram
Cathy Loreno
Teresa Koon

Assignment 7: Interview project director three times.
Chris Bowser

Assignment 8: Administer questionnaire to inductees.
Jodi Klamfoth
Teresa Koon

Assignment 9: Administer BARS to inductees not involved in an inductee or mentoring program.

Judy Pinel
Sara Gahm

Assignment 10: Administer questionnaire to designated administrators and teachers.

Jodi Klamfoth
Judy Pinel

Assignment 11: Administer questionnaire to Cadre members.
Dot Landis
Sherry Kuehnle

Assignment 12: Attend steering committee meetings in home district and provide minutes.
Teresa Koon
Chris Bowser

Assignment 13: Observe, conference, and provide feedback to a mentor.
Cathy Loreno

Assignment 14: Observe, conference, and provide feedback to an inductee.
Cathy Loreno
Teresa Koon

STIPEND REQUIREMENTS

A stipend will be provided for completing each of the following items. The number of people needed to complete each activity and the amount of the stipend for each is in parentheses. You may check as many as you would be interested in completing, however, we will distribute the tasks in various ways to accommodate all those who are interested in completing a task for reimbursement. Any comments you would like to make can be added in the space below the item.

Please sign on the line following the word "signature" for any stipend activities for which you are willing to complete. Also, please include the name of your district. You may choose as many as you think you could accomplish. We will notify you of those for which you will be responsible at the December 3 meeting. Stipends will be paid in the spring to early summer when the tasks are completed.

All tasks must be completed by May 16.

ASSIGNMENT ONE

Establish and coordinate a program with the mentors and inductees within your district. Plan a schedule whereby you and the dyads meet on a regular basis (a minimum of five times) throughout the winter and spring. Determine topics (utilize the five domains of knowledge presented in the summer workshop) which will be addressed during each session and plan each of the sessions. Provide materials, speakers, and any other resources needed. Submit agendas of each meeting and a detailed description of who attended, what was discussed, and your reaction to the meeting. A final report will be requested in May outlining what was accomplished and changes you would make in the future. At the end of May, we will provide a questionnaire for you to give to your dyads and ask them to complete.

The dyads should be asked to complete five ~~two~~ critical events (5 X 20 = 100 and three ~~two~~ conference report forms, and three ~~one~~ minute paper from January through May. Reflective instruments completed by mentors and inductees should be submitted to the project director for analysis. (This leadership project will utilize two teacher leader cadre members from the same district. The stipend for this activity will be $300 per district. If more than one person in a district is interested, the stipend will be divided among those participating.)

Signature____
District____

ASSIGNMENT TWO

A course will be offered during the winter/spring quarter to those 30-40 teachers who indicated on the survey that they were interested in taking a class. The course will meet on ten occasions for two and one-half hours each throughout the winter and Spring quarter in as central a location as possible.

Utilizing the five domains of knowledge and other training which you have received throughout the last two years (such as the Evertson classroom management information, the Hopkins book or the RTLs), develop objectives and materials and present your topic to the group. You can make assignments or require the group to complete readings, etc. You may choose to lecture, utilize small groups or dyads, or another configuration you believe valuable when presenting your material. If there are handouts, ~~you must~~ the project will assist in providing them in addition to other materials necessary for presentation.

Submit a mini-syllabus outlining your topic, objectives, and reading requirements for your session by December 14. We will devise a syllabus incorporating each person's topic and outline course requirements based upon your stated goals. We will read each topic presented and inform you by December 18 if you will be presenting a topic. Project personnel will consult with you initially and will be available on an as needed basis throughout the quarter. (This opportunity is available to eight individuals--one person for each class meeting. However if two or three people would like to do a team presentation they are welcome. However, the stipend will be divided among those teaming. Stipend for each class session is $100.)

Signature____

District____

ASSIGNMENT THREE

In January, administer the BARS assessment to all mentor and inductee dyads in the four local districts. The first week of May administer the post BARS assessment to the dyads. Complete an analysis of the pre and post assessment. More formal specifications for the analysis will be given early in March.

A final report will be delivered to the project director in June summarizing the findings, including your analysis. Additional criteria will be explicated in the March specifications for completing the report.

We have copies of the BARS assessment and they will be provided for you for both pre and post assessments.
(This assignment will accommodate two people working as a team. However, if only one person is interested, they may complete the task alone. The stipend will be $100 total which can be divided between two team members or given to one person working alone.)

Signature____

District____

ASSIGNMENT FOUR

Give a structured questionnaire to the mentors in the four local districts in March. Synthesize the results of the questionnaire. By utilizing purposive sampling, conduct a structured interview with two mentors from each district. Transcribe each interview and submit the transcriptions and the synthesis to the project director prior to May 15. The structured interview form will be provided for you, as will the cassette tapes.

(This assignment will utilize 2 persons for a stipend of $75 each. If one person volunteers, she will receive $150 for completing the questionnaires and interviews.)

Signature____

District____

ASSIGNMENT FIVE

Meet with a mentor and inductee dyad once a month from January through May. Each visit should be documented utilizing the following reflective format: Concerns/problems the dyad is having; activities which they have been involved together; amount of time the dyad has had to observe each other teaching; number of times they have met together during the month; is there a particular incident which they feel good about--describe, explain; what is the nature of their experience; and additional comments they wish to share. A more structured form will be given to you to use. All information should be recorded and submitted to the project director on a monthly basis. (We will support five leaders working with five dyads. The stipend will be $50 per responsiblity of each dyad.)

Signature____

istrict____

ASSIGNMENT SIX

Work with several mentor/inductee dyads in your district to develop and implement an action research project. Utilize a similar format presented last winter. We will provide you with the information and format from last year. A simple proposal should be written and submitted to the project director by December 18. In addition, please include a budget request, if necessary, not to exceed $100 for the costs of implementating your research project. You should be prepared to implement your proposal sometime in January and finish in early May. In addition to the written report as explicated in the materials, the Cadre leader will provide a brief 2-3 page paper reflecting upon the process, how it was completed, good points/bad points of the inquiry and anything else you believe pertinent. (We will support up to 10 projects. One cadre leader per project will be paid a stipend of $50.)

Signature____

District____

ASSIGNMENT SEVEN

Meet with the project director three times during the next five months--once in January, March, and May. Your interviews should center around the topics, "How do existing features and processes of a school or university change to accommodate innovative teacher education programs?" and "What are promising alternatives for supervision, mentoring, and apprenticeship?"

Write a synthesis of each interview including salient points and issues addressed. Reflect upon Dr. Zimpher's responses and develop questions for the next session which address a continuation of her thoughts and an explication of any issues you felt were important. Hand in each of the three syntheses in May to the project director, plus a fourth paper which will include your reflection on the three meetings. (One Cadre member will complete this assignment for a stipend of $50.)

Signature____

District____

ASSIGNMENT EIGHT

Coordinate the administering of a questionnaire to all inductees in the four districts in March. Using purposive sampling, interview two inductees from each district with a structured interview form which will be provided, focus upon three process questions: 1) What knowledge was remembered from their preservice training and how has that information been applied to their classrooms; 2) How have they experienced the process of learning to teach; and 3) What is reflection? Do they do it? How do they do it? Provide a synthesis of the questionnaire. Transcribe the tapes and return the transcriptions, your synthesis of the questionnaire, and the tapes to the project director by May 1. Tapes for the interview will be provided.

(This activity will accommodate two leaders working as a team for a stipend of $75 each. If one person completes the task, she will receive $150.)

Signature____

District____

ASSIGNMENT NINE

Administer the BARS assessment to a group of beginning teachers during the month of January who are not involved in the Franklin County/OSU Induction Project and who are not part of a similar program elsewhere i.e. mentoring, classes, etc. During the first weeks of May administer a post BARS assessment to the same group of beginning teachers.

Complete an analysis of the pre and post assessment. More formal specifications for the analysis will be given early in March. A final report will be delivered to the project director in June summarizing the findings, including your analysis.

We have copies of the BARS assessment which will be made available to you for both pre and post assessments. We will locate the group with which you will administer the assessment.

(This assignment will accommodate two people working as a team. However, if only one person is interested, they may complete the task along. The stipend will be $100 total which can be divided between two members or given to one person working alone.)

Signature____

District____

ASSIGNMENT TEN

Administer a questionnaire to the 12 principals who have entry year teachers in their building, the four local superintendents, Shirley Scholl, and one member of each district's steering committee (who is not a superintendent, principal, mentor, cadre member, or inductee). Synthesize the results of the questionnaire.

The instrument will be provided for you. The synthesis will be returned to the project director by May 13.

(This assignment will utilize one cadre member for $50 reimbursement.)

Signature____

District__________________ ______________________________

ASSIGNMENT ELEVEN

Coordinate the administration of a questionnaire to each of the Cadre members enrolled in the Cadre class. Synthesize the results of the questionnaire. Utilizing purposive sampling, interview eight cadre members with a structured instrument. Transcribe the interview tapes.

Questionnaire, interview form, and cassette tapes will be provided for you. Synthesis, interview and tapes are to be returned to the project direct by May 11.

(This project will utilize two leaders for a stipend of $75 each or $150 for one person.)

Signature____

District____

ASSIGNMENT TWELVE

Attend all the steering committee meetings in your district. Take minutes and submit a copy of those minutes to the project director. Include a one-two page report which focuses upon your reflections of the situation and what is happening with the committee. Submit each report and reflection after each meeting. Notify the project director of the final meeting of the year.

Provide a copy of the proposal for next year's induction project within your district. Also include in your reports any agendas or other handouts provided during the meetings.

(This activity will utilize four leaders, one from each district. A stipend of $50 each will be provided.)

Signature____________________________________

District____________________________________

ASSIGNMENT THIRTEEN

Observe, conference, and provide feedback to a mentor in your district concerning his or her teaching. A minimum of four observations and conferences (pre and post) should be completed. Summarize the observation and provide your reflections of the process. Focus upon what happened during the observation, what feedback you provided the teacher, and your personal reflections upon the process. You may use the observation instruments provided in the packet this summer, ideas gleaned from the Hopkins book, or other materials you may have.

Your reports of each observation/conference should be given to the project director by May 11.

(We will support five such projects for a stiped of $50 each.)

Signature____

District____

ASSIGNMENT FOURTEEN

Observe, conference, and provide feedback to an inductee in your district. Complete at least four of these observation/conference activities. Summarize each of the sessions including your reflections of the process and how you believe the new teacher can improve. You may utilize several of the instruments provided in the summer packet for observation, ideas gleaned from the Hopkins book, or other artifacts which you feel would be helpful.

Your reports for each of the observations/conferences should be completed and returned to the project director by May 11.

(We can support five such inquiries and give a stipend of $50 to each leader involved.)

Signature____

District____

ASSIGNMENT FIFTEEN

Using the format which will be supplied, conduct a systematic study of your own teaching. You may focus upon whatever aspect you believe you need to know more about.

A mini proposal should be submitted to the project director by December 11. A final report will include criteria which will be established by January 1 based upon your proposal. Components will include those necessary for a research study (but on a smaller scale). All studies must be completed and information/reports delivered to the project director by May 11.

(We will support five such studies for a stipend of $50 each.)

Signature____

District____

APPENDIX A-8

Syllabus for Teacher Leader Cadre

ED: P&L 870 PRACTICUM IN CURRICULUM, INSTRUCTION AND SUPERVISION:

The Professional Development of Teacher Leaders

Course Syllabus
Summer Quarter, 1988
3 graduate credits

COURSE INSTRUCTORS

Nancy L. Zimpher College of Education	Kenneth R. Howey College of Education

The Ohio State University
121 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, OH 43210
292-5181

OFFICE HOURS: Professors Zimpher and Howey will be available after each session. Individual or small group conferences can also be arranged at other times by scheduling appointments through Barry Zvolenski at 292-5181.

COURSE DESCRIPTION: This course is designed to help teachers develop leadership capabilities as instructional supervisors. The focus in this course is on the development and refinement of leadership roles teachers assume in the supervision of preservice students and beginning teachers in entry year programs.

A PHILOSOPHIC STATEMENT ABOUT TEACHING AND LEARNING IN THIS COURSE:

We are teachers, as you are. We view both ourselves and you as professionals. At the outset, we wish to underscore that we have great respect for the skills and commitment it takes to daily teach young people as you have throughout your careers. Your enrollment in this course is further evidence that you are committed to continuing development and to excellence in teaching.

Hopefully, we can be helpful and enabling to you in this regard. We hope to build upon the considerable knowledge and skill you already bring to the classroom and to prior supervisory roles. We are open to your suggestions and we will solicit your feedback and attempt to make adjustments in the course for the group or individuals as possible.

Our intent is that the out-of-class assignments be as responsive as possible to your individual interests and concerns and that they tie in as centrally as possible to your needs.

We hope to get to know each of you, at least by name and position. We will work hard to make this series of meetings as productive and enjoyable as possible and assume that you will do the same. Professional pride is a large part of what leadership and this course are about.

MAJOR OBJECTIVES OF THE COURSE:

1) To enable you to assist other teachers in a harmonious and productive manner;

2) To provide multiple perspectives for systematically inquiring into classroom practice and a variety of strategies for critically analyzing and reflecting on these practices;

3) To provide opportunities to refine supervision and conferencing skills;

4) To examine local, state and national issues associated with professional development.

COURSE EVALUATION:

This is a graded course with the expectation that students enrolled for credit will attend class and also complete related readings and assignments beyond class time. Successful completion of the course is contingent upon active class participation and completion of all course assignments as outlined in the syllabus. Rather than a text, a book of selected readings on the professional development of teachers serves as a basis for class activities. This literature base is reflected in the schemata shown on the next page.

In summary, the sessions are designed to provide a balance of input by the course instructors and the participants. Generalizeable findings from research are combined with attention to personal and particular problems. There will be multiple opportunities for experimentation with new techniques as well as discussion.

Major Areas of Study in a Course Enabling Experienced Teachers to Effectively Supervise Preservice and Beginning Teachers

DIRECTION AND ISSUES IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND THE TEACHING PROFESSION

Recruitment/Selection Preservice Induction Inservice

MENTOR DEVELOPMENT DOMAINS

A Disposition toward Inquiry	Classroom Processes	Instructional Observation & Conferencing	Interpersonal Psychological Support	Local District Needs
Reflectivity	Effective Teaching	Clinical Supervision	Stages of Adult Development	Effective Staff Development
Action Research	Effective Schooling	Observation Systems		District Goals
	Classroom Processes	Conferencing	Interpersonal Relations	
Using Research to Inform Practice	Classroom Management	Coaching	Support Groups	Instructional Models
				Orientations
				"First Week"

DAY 1

Present/Discuss	Activity	Assignment
Course Overview		
Introductions: Personal/ Professional Profile		Complete Personal/ Professional Profile
	The Rawley Inventory Debrief: Four Dimensions of Concern	
Why Teacher Leadership?	Identification of Leadership Roles	Read Article #1 and Article #2
Leadership Preparation		Read Article #3
	Attributes of a Mentor	Read Article #4
	Mentor Selection	
Issues and Problems in Professional Development		Read Article #5
	Identification of Major Problems in Preservice Education	
The Reform Agendas		Read Article #6
		Complete Leadership Inventory

DAY 2

Present/Discuss	Activity	Assignment
	Debrief the Leadership Inventory	
Theories of Leadership and Power		Read Article #7
	Teach and Debrief RTL #1: The One Minute Manager	
The Reflectivity Packet		Complete 1 Critical Event Form; 1 Log Entry
	Teach and Debrief RTL #2: Effective Schools	Read Article #8
Understanding Schools as Organizations		
		Adult Development Complete Supervisory Inventory
		Complete Wellness Inventory

DAY 3

Present/Discuss	Activity	Assignment
Share Class Personal/Professional Profiles		
	Discuss Problems of Beginning Teachers Vignettes	
Clinical Supervision		Read Article #9
	Debrief Supervisory Inventory; the Mallen Activity	
	Teach and Debrief RTLs #3, 4, 5	
The Knowledge Base for Teaching		Read Article #10
	Complete and Debrief a Successful Teaching Inventory	
		Complete Leadership Autobiography

DAY 4

Present/Discuss	Activity	Assignment
Alternative Strategies for Classroom Observation		
	Teach and Debrief RTL #6: Interpersonal Relations	
Developing an Inquiry Perspective: Action Research and Needs Assessments		
	Complete Inventory on Effective Schools for Action Research	
	Complete Staff Development Inventory	
Attributes of Effective Staff Development		
Formats for Inservice Programs and Activities		
Review of Entry Year Standards		
	Activity: District Level Leadership Opportunities	

TEACHER LEADER CADRE
Assignments

November 17, 1987

At the conclusion of Autumn Quarter, 1987, the Teacher Leader Cadre will have held a total of five (5) class sessions. To complete the remaining course contact hours, the following course expectations must be met:

1) Meet in one class session during early January to pilot the fourth (and last) section of the Mentor Guidebook.

2) Complete the pilot inventory and provide feedback regarding the pre and post assessment of the Mentor Guidebook.

3) Develop profiles/vignettes of one or more of the following: (minimum of 5)

    a. moral dilemmas of teacher mentors/inductees

    b. problems of inductees

    c. problems of mentoring

    d. profiles of teacher leaders

    e. other related ideas KTL

Course Credit Requirements
for Teacher Leader Cadre
Winter, Spring, 1988

The following activities will be completed by the end of the Spring Quarter for 3 hours of graduate credit. In the first section, those items outlined are required of everyone. In the second section, you may choose those which you would like to complete. All assignments must be completed and ready to turn in at the last class meeting.

Section I - Course Requirements

1. Attend class meetings when scheduled. (Four will be scheduled--two each during Winter/Spring Quarters.)

2. Complete three critical event forms in your role as a TLC member.

3. Complete three minute papers with students; synthesize the results of each minute paper. Explain/describe the action which you decided to take and why you felt that particular approach would be beneficial.

4. Attend at least one meeting of a district steering committee on induction and write your reactions to the discussion and actions taken. Address the issue of how the district plan is being implemented and institutionalized.

5. Prepare a final paper which addresses how your feelings toward inquiry have changed throughout the past two years and how your sense of efficacy has developed (outline to be provided).

Section II - Options

Choose two options for a grade of B. Choose three options for a grade of A.

_ A. Keep a journal, log, or diary of your teaching practice, include date and specific details of your life as a classroom teacher, problems encountered and solved, issues of beginning and experienced teachers, and other pertinent information. Complete at least six entries.

_ B. Interview a beginning teacher outside the local district. Questions should include problems/concerns the teacher is having, relationship with a mentor if any, how problems are solved, relationship with building principal, etc.

_ C. Develop an annotated bibliography with at least ten entries focusing upon beginning teachers, teacher leadership, instructional leadership, supervision and observation, classroom processes or reflectivity. Choose one area for concentration. Include a short summary of each item.

_ D. Read Chapter 7 in A Teacher's Guide to Classroom Research by David Hopkins. Using either the formal or informal approach to classroom observation have a peer observe you teach using one of the techniques presented in the chapter. Have a follow-up conference. Provide a written analysis and interpretation of the data gleaned from the observation and include your reflections concerning the process.

_ E. Write a two-three page abstract of one of the following three students' dissertations: Brenda Stallion, Terry Gordon or Eva Weisz.

_ F. Select someone who has participated in all three years of the project. Prepare schedule of questions, interview the person or persons and submit an analysis of the results.

_ G. Prepare a letter to prospective mentors, beginning teachers and TLC members, about 3-5 pages each advising them of their roles/responsibilities.

_ H. Prepare your own life history/autobiography as a teacher leader with accompanying analysis.

_ I.

_ J.

_ K.

TEACHER LEADER CADRE
Assignment 3
January 12, 1988

Develop profiles/vignettes of one or more of the following: (minimum 5)

a. moral dilemmas of teacher mentors/inductees
b. problems of inductees
c. problems of mentoring
d. profiles of teacher leaders
e. other related ideas

Herein are the directions and examples for completing the above assignment. We regret the delay, but do not fear, we will make adjustments in the due dates. Have some fun with these profiles. Nothing is "etched in stone" as to what is correct or incorrect. Be creative. Utilize your past experiences, experiences of others or something completely fictitious. Use the examples provided as a framework and then develop yourown ideas.

A. moral dilemmas of teacher mentors/inductees

We will discuss this thoroughly in class. Use the space below for your notes.
Example are attached.

THE HOUSING OFFICE

Suppose you are Ruth, a college senior on a large California campus. You've been a crusader, one of the leaders in student government. Among other things, you have led a demonstration for more student housing, and you were involved in setting up a student-run housing cooperative trying to assure fair living space for everybody.

You need a job to stay in school, and your friend Tom, whom you met in your work with cooperative, is head of the University Housing Department. He hires you as his assistant.

As one of your duties, you are assigned to deal with students on the waiting list for the limited on-campus housing. Over and over, you must inform disappointed applicants that their names are far down the list and there are no immediate prospects for them. Since off-campus housing is scarce and prohibitively expensive, many students are forced to cancel their plans to attend the university.

As the spring semester is about to begin, Tom tells you to put two new applicants' names at the top of the list. You protest, saying it's unfair to the others who have waited so long. You've heard stories about this kind of thing but hadn't believed it really happened. Tom explains he's already made a strong objection, but the applicants are the son of powerful alumnus and the son's friend, and the chancellor himself has ordered that preference be given them. Reluctantly you comply with Tom's order.

While routinely sorting material for the housing file that afternoon, you discover the vice-chancellor's confidential memo instructing Tom to "suspend regular procedures as a favor to this important friend of the university." A local reporter, interested in printing an expose of political favoritism involving the university, calls the office to check some rumors he's heard about the housing department. You take the call.

Angry over the injustice of the situation, you've made a photostatic copy of the chancellor's memo, and you are strongly tempted to give it to the reporter. But, because of your friendship for Tom and your concern about your own job, which you really need, you hesitate. You tell the reporter to leave his number and you'll call him in a day or so if you have any information for him.

taken from, Nathaniel Lande and Afton Slade, Stages: Understanding How You Make Moral Decisions, New York: Harper and Row, 1979.

Rights

Suppose you are Austin Reeves, principal of a high school in Columbus County. You receive an anonymous phone call one day informing you that your school's respected English teacher, Bill Morley, has been seen in a nearby city marching in a parade supporting rights for homosexuals. State law stipulates that any teacher who engages in homosexual acts or who advocates homosexuality can be dismissed from his job.

You call Bill into your office to ask him about the incident and discover that Bill not only participated in the parade but readily admits to you he is a practicing homosexual. Bill says he sees no reason to make his sexual preference public, however, because he believes it has no relevance to his ability as a teacher.

A group of parents calls on you to tell you they have learned about Bill's participation in the parade. They say if you don't fire Bill they'll go to the school board and protest. When they leave, the spokeswoman says Bill's going to lose his job anyway—"And if you try to protect him, you'll lose yours too."

Bill is not only an excellent teacher, he's also a close friend and helped your family get established when you moved to Columbus County last year. Relatively new in the community, you don't yet have the wide support you need in a difficult situation like this. You believe it's quite possible you might lose your job if you try to defend Bill. You have three children. The job is a good one, and jobs aren't easy to find in your field. Should you risk it by supporting Bill, or should you fire him, as you legally can?

B. Problems of inductees

Two examples follow which you can utilize to pattern your own profile of an inductee problem. Your vignette may be an actual situation you have encountered while working with a beginning teacher or one you personally had to deal with when you first entered the profession. The profile may also be fictitious and based upon various situations which you have experienced or heard about.

Include the following in your profile:

1. the date of the incident (September may "look" differently from June)
2. brief background about the inductee
3. professional and personal traits
4. description of the problem and how it relates to the situation
5. anything unique about the person or situation.

C. Problems of mentoring

Use the same formt for this exercise as you did in part B, profiles on inductees. Focus the profile on the problems of a mentor either as you have experienced the position or in a fictitious manner as someone else may experience the role.

December

Pamela Hall is a 42 year old first year teacher. Up until 5 years ago she was at home raising her own 3 children. At that time, she went to college to become certified in elementary education. She is teaching seventh grade at your school. Pamela is over-planning for every subject. She is so concerned that her class run well, that she meticulously writes out every word for all 7 of her preparations.

It is beginning to wear on her. Three weeks ago, she briefly mentioned that her husband was irritated with the pressures of Pamela's job. He said getting her through college was one thing, but had assumed once she had a job, their lives would be easier.

She takes the curriculum expectations for the year very seriously and has the year planned out so that every area is completely covered. She has verbalized to you her concern that the principal could walk in at any time, the state department might want to see her lesson plans or that she will get sick and the plans will not be ready for the next day.

She marks the students' papers every night and returns them promptly the next day. Pamela stays after school and works, while her school age children are at home alone. All of her energy seems to be directed toward her teaching.

From your observations, her classes are running well, perhaps a bit "tight" as far as allowing time for any discussion. Her students respect her and she has no classroom management problems.

Up to this point you have proceeded cautiously as you can see Pamela has a "perfectionist" personality. She has a quiet manner, and you want that her self esteem would not be negatively affected by the suggestions you might make.

February

Annette Thompson is a high energy, 32 year old high school biology teacher who has taught 10 years in another school district. This is her first year in your district.

Upon your initial introduction, she was quite clear about the ridiculousness of her being considered an inductee. Annette told you up front that she is quite comfortable with the material and her teaching methods.

You initially let her proceed as you read her messages that she wanted to be left alone. After several observations you gave her some feedback about structuring her experiments differently to involve more students, suggestions to plan for better discussions and developing parts of her units to nurture critical thinking skills about issues in science.

At your meeting last week Annette told you that your feedback had been inappropriate for her teaching and that it was quite obvious whoever thought of the criteria for being considered an inductee had not been an educator. She left the meeting abruptly and you have not spoken with each other since.

D. Profiles of teacher leaders

The following profile of Mr. Sangui is an example which you can utilize in developing your own teacher leader vignettes. There are several components which you will want to include:

1.) short background information ex. teaching experience, various positions held, etc.

2.) suggest something unusual - either positive or negative - regarding the teacher

3.) include personal characteristics or traits regarding the person that makes them unique.

Your vignette may be based upon someone you have heard about, have known, or is your conception of the "ideal" teacher leader.

An Exercise in Selecting Teacher Leaders

Kenneth R. Howey
Nancy L. Zimpher
The Ohio State University

Biography #1

Mr. Sangui is in his next to last year as a sixth grade teacher in a self-contained classroom at Sunrise Elementary School. Thus, he will soon be retiring. He has consciously stayed in the classroom, having passed up several opportunities to move into administrative positions. During his career he has had as students the parents, and even grandparents, of some of his current students. Former and current students, faculty, parents, and administrators regard Mr. Sangui as an exceptional person and an outstanding teacher.

He continues to involve himself in school affairs, incorporates new materials in the classroom, holds an office in the local teachers association, and attends many workshops, courses, and professional conferences at his expense. For example, he has seen the small, suburban town of Sunrise change dramatically from white middle class to a diverse mix of socioeconomic, racial and ethnic groups. He has responded to these changes by learning about differences in students, studying minority dialects and customs, and incorporating individual and group materials into the classroom that capitalize on multicultural experiences.

He believes that the best way to understand children and their background is to make home visits and he does this on a regular basis. Other teachers shake their heads at the energy of this man and often seek his advice.

Biography #2

Mrs. Shirley Tilton is in her third year of teaching first grade in a self-contained classroom at Cranston Elementary. She is highly energetic and is constantly moving around the classroom, talking, listening, and observing. Her classroom is filled with a rich variety of materials, much of which has been created by her students and herself. The classroom has an incessant hum of activity. She believes the best way to teach is through involvement. Therefore, she is often seen at recess playing games with her children, or up to her elbows in paint during art time.

The principal at Cranston says that Shirley is one of the most successful teachers he has ever seen, especially this early in a teaching career. In a building where most of the teachers have fifteen or more years of experience Shirley is "the new kid on the block." Although she has a few friends on the staff, none are really close to her. Basically, the rest of the staff see Shirley as a social enigma. Having recently married, they believe that she will soon tire and that her priorities will change now that she has a new husband.

E. Other related ideas

One example of an "other" idea would be developing a reflective teaching lesson. We have included as an example the one-minute manager lesson.

On the instruction sheet, your RTL should include the following components:

1.) a title

2.) a description of the task

3.) an introduction to the lesson

4.) the objective

5.) list any materials needed to teach the lesson, ex. test (also include them as attachments to the RTL)

6.) any special conditions and/or limitations

7.) directions for ending the lesson.

RTL #1

The One Minute Manager
Leadership Task

Description of your Reflective Teaching task

You are one of several members of the class chosen to teach this short lesson to a small group of your classmates. Plan to teach it in such a way that you believe both student learning and satisfaction will result.

Your lesson will be taught on The One Minute Manager Concept.

Introduction to the lesson

Teachers designate things--that is they denote things directly and specifically to learners. Below is an objective that requires you to designate something to a small group of your peers. The task was selected because your success in accomplishing it probably will not be dependent on your knowledge of some academic subject or previous experience you might have had.

Your objective

Your goal is to get as many of your learners as possible to become familiar with and critique one minute praise and one minute reprimands.

Materials

(1) The One Minute Manager Leadership concept (attached)
(2) Test (attached)
(3) Learner satisfaction forms (provided by instructor)
(4) The scoring key for the test is the one minute manager leadership concept (p. 3).

Special conditions and limitations

None

Ending the lesson

Notify the college instructor when your learners are ready to take the test. (You may finish early.) Obtain copies of the test and the learner satisfaction form. Give your learners the test, and when they have finished (no more than five minutes), read them the correct answers so that they can correct their own tests.

Next pass out the learner satisfaction forms, and while they are being completed, collect the tests and record the scores in the scoring box. Return the tests and collect the learner satisfaction forms.

The One Minute Manager Leadership Concept

Kenneth Blanchard, Ph.D. and Spencer Johnson, M.D. have written a book, The One Minute Manager. In the book they have outlined techniques for effectively managing co-workers, while increasing productivity and saving time for all involved. A condensed form of the plan would include: set goals; praise and reprimand behaviors; encourage people; speak honestly; laugh; work, enjoy, and support your fellow employees to do the same. Two of the activities in this design are outlined below.

I. One Minute Praising works well when you:

1. tell people beforehand you are going to let them know how they are doing;
2. praise people immediately;
3. tell people what they did right--be specific;
4. tell people how good you feel about what they did right and how it positively affects the team;
5. stop for a moment and let them absorb how you feel;
6. encourage them to do the same; and
7. shake hands or touch in a way that indicates your support of their success.

II. One Minute Reprimand works well when you:

1. tell people beforehand that you are going to let them know how they are doing honestly;
2. focus on behavior;
3. be specific in telling people what they did that is a problem;
4. tell people honestly how you feel about what they did wrong;
5. provide an explanation for why you feel the way you do; and
6. let people absorb your comments with silence.

Second half of reprimand:

7. shake hands or touch them to let them know you are on their side;
8. remind them how much you value them; reaffirm that you think well of them, but not their performance in this situation;
9. realize when the reprimand is over, it is over;
10. avoid discussion; and
11. avoid the 'sandwich' approach.

Also enclosed are copies of an illustration of one-minute reprimands which underscore additional principles girding this concept. You can share this example.

"That's very well put," said the One Minute Manager. "I'm reminded of a personal experience I had that proves your point. One Friday night my wife said to me, 'Great manager of people . . .' Whenever she says that I know our kids have done something wrong and I am about to get the problem dumped in my lap. She had just caught Karen [our fifteen-year-old daughter] sneaking out of the house with a bottle of vodka on the way to the football game.

"'I think I will kill her,' said my wife. 'Could you take over?'

"I have a lot of respect for single parents because there is no one in the bullpen they can call on. We have always had a strategy: If one of us is out of control, we throw the ball to the other.

"Since I had just learned about the reprimand, I thought this might be a good opportunity to see if it worked. I said, 'Where is Karen?' My wife said, 'She's in the kitchen.' So I went right out to the kitchen and found Karen standing there looking like she was about to be sent to the dungeon. I walked right up to her and put my hand gently on her shoulder. I said, 'Karen, Mom tells me she just caught you sneaking out of the house with a bottle of vodka. Let me tell you how I feel about that. I can't believe it. How many times have I told you the way kids get killed is to have some kid drinking and driving. And to be sneaking around with a bottle of vodka . . .'

"Now I knew that the rule of the reprimand was that you only have about thirty seconds to share your feelings."

"I bet you wanted two hours," said the veteran.

"You better believe it," laughed the One Minute Manager. "Some parents take a whole weekend. Your child does something wrong on Friday night and you chew the kid out. A half hour later you see the same kid and you say, 'Let me tell you one other thing. . . .' Then you see the kid the next morning and you say, 'Let me tell you about your friends too. . . .' You spend the whole weekend making everyone miserable over one misbehavior.

"The rule about the reprimand is that you only have thirty seconds to share your feelings, and when it's over—it's over. Don't keep beating on the person for the same mistake.

"Recognizing all this, I had to come to a screeching halt in sharing my feelings with Karen. It was at this point that I realized the importance of pausing for a moment of silence in between sharing your feelings and the last part of the reprimand. It permits you to calm down and at the same time lets the person you are reprimanding feel the intensity of your feelings. So I took a deep breath while Karen was swallowing hard. Then I said, 'Let me tell you one other thing, Karen. I love you. You're a real responsible kid. Mom and I normally don't have to worry about you. This sounds like some other kid. You're better than that. That's why Mom and I are not going to let you get away with that kind of behavior.'

"Then I gave her a hug and said, 'Now get off to the game but remember, you're better than that.'"

"I'm not sure I would have let her go to the game after something like that," said the veteran. "I bet she couldn't believe it herself."

"She couldn't believe it," confirmed the One Minute Manager. "But I told her, 'Now you know how I feel about teenage drinking and sneaking around. I know you're not going to do that again, so have a good time.'

"In the past, before I knew about the One Minute Reprimand, not only would I not have ended her reprimand with a praising, I would have sent her to her room, screaming something like 'You're not going to another football game until you're twenty-five.'

"Now, if I had sent her to her room, what do you think she would have been thinking about? What she did wrong or how I had treated her?" asked the One Minute Manager.

"How you had treated her," said the veteran manager. "I bet she would have been on the phone immediately, telling her friends what a monster you were. Teenagers love to share parent stories."

"Absolutely," said the One Minute Manager. "And then she would have been psychologically off the hook for what she had done wrong, with all her attention focused on how I had treated her."

"What happened next?" asked the veteran, feeling he was in the middle of a soap opera.

"The next morning," continued the One Minute Manager, "when I was eating breakfast, Karen came downstairs. Wondering how I had done, I asked her, 'Karen, how did you like the way I dealt with the vodka incident last night?'

"'I hated it,' she said. 'You ruined the football game for me.'

"'I ruined the football game for you?'

"'Yes,' she said. 'Because all through the game I kept thinking about what I had done and how much I had disappointed you and Mom!'

"I smiled to myself and thought, 'It worked! It really worked! She was concentrating on what she had done wrong and not on how I had treated her.'"

"That was a very helpful, clear example," said the veteran manager. "I think I've got that part of the reprimand, but I'd like to ask you a couple more things about the One Minute Reprimand."

"Fire away," said the One Minute Manager. "Most of the questions we get about One Minute Management have to do with the reprimand."

"What if the person you are reprimanding—Karen, for example—starts to argue with you?" asked the veteran.

"You stop what you are saying right then," said the One Minute Manager, "and make it very clear to that person that this is not a discussion. 'I am sharing my feelings about what you did wrong, and if you want to discuss it later, I will. But for right now this is not a two-way discussion. I am telling you how I feel.'"

"That's helpful," said the veteran. "One other thing. If I buy praising someone at the end of a reprimand, why not begin a reprimand with a praising? When I did reprimands in the past, I used the 'sandwich approach': Pat 'em on the back, kick 'em in the butt, pat 'em on the back."

"I know that style well," said the One Minute Manager, "but I've learned that it is very important to keep praisings and reprimands separate. If you start a reprimand with a praising, then you will ruin the impact of your praising."

"Why?" asked the veteran manager.

"Because when you go to see a person just to praise him," said the One Minute Manager, "he will not hear your praising because he will be wondering when the other shoe will drop—what bad news will follow the good."

"So by keeping praisings and reprimands in order, you will let your people hear both more clearly," summarized the veteran. "What about more tangible punishments like demotion, being transferred, or some other penalty? Are they ever appropriate?"

TEST

The One Minute Manager

Recall as many principles as you can of one minute praise:

Recall as many principles as you can of one minute reprimand:

What is one concern that you might share with the large group about one minute praise and reprimand?

ED: P&L 870 PRACTICUM IN CURRICULUM, INSTRUCTION AND SUPERVISION

Course Syllabus
Autumn Quarter, 1987
3 graduate credits

Monday 4:00-6:00 p.m.
[illegible] School District

COURSE INSTRUCTORS:

Kenneth R. Howey
Professor
292-5181

Nancy L. Zimpher
Associate Professor
292-5181

College of Education
The Ohio State University
121 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, OH 43210

OFFICE HOURS: Professors Howey and Zimpher will be available after each session. Individual or small group conferences can also be arranged at other times by scheduling appointments through Barry Zvolenski at 292-5181.

COURSE DESCRIPTION: A study of the literature and methods of curriculum, instruction and supervision in a field setting.

This course is designed to help teachers develop leadership capabilities as instructional supervisors in field settings. Emphasis will be placed on the development and refinement of leadership roles as teachers assume and continue supervision responsibilities of preservice students and in entry year programs.

A PHILOSOPHIC STATEMENT ABOUT TEACHING AND LEARNING IN THIS COURSE:

We are teachers, as you are. We view both ourselves and you as professionals. At the outset, we wish to underscore that we have great respect for the skills and commitment it takes to daily teach young people as you have throughout your careers. By your enrollment in this course, we assume that you are here as further evidence that you are committed to inquiry and further growth, just as you are to excellence in teaching. Hopefully, we can be helpful and enabling to you. Certainly this is our intent. We view ourselves as resources hoping to build upon the considerable knowledge and skill you already bring to the classroom and your supervisory role. We have developed a course outline that your input and our experience suggests will be enabling. As well, we are open to your continuing suggestion, and we will solicit your feedback and attempt to make adjustments in the course for the group or individuals as desired. Our intent is that the out-of-class assignments be as responsive as possible to your individual interests and concerns and that they tie in as centrally as possible to your needs. We will work hard to get to know each of you, at least by name and position, and we are going to solicit what ideas you have for doing this. We, of course, will work hard to make this series of meetings as productive and enjoyable as possible and assume that you will do the same. Professional pride is a large part of what this course is about.

MAJOR OBJECTIVES OF THE COURSE:

1) To enable you to use your skills and dispositions to work together harmoniously and productively in your role as teacher leaders;

2) To provide multiple perspectives for examining classroom practice and a variety of strategies for reflecting on these;

3) To provide opportunities to refine supervision and conferencing skills;

4) To provide vehicles for reflectivity and inquiry and to focus on expression of classroom analysis for purposes of providing feedback to intern and entry year teachers for instructional improvement;

5) To meet the continuing interests of the group to local, state and national issues associated with professional development.

COURSE TOPICS:

The literature on the professional development of teachers will serve as a basis for class sessions, readings and activities. This literature base is reflected in the schemata shown on the next page.

COURSE EVALUATION:

This is a graded course with the expectation that students enrolled for credit will participate in in-class activities and also pursue related readings and assignments beyond class time. Successful completion of the course is contingent upon regular class participation and completion of all course assignments as noted in the syllabus.

In summary, the sessions will attempt to provide a balance of input by the course instructors and the participants. Generalizeable findings from research will be combined with attention to personal and particular problems. There will be multiple opportunities for trial and practice of techniques as well as discussion of topics and issues. Accordingly, the course will be organized around a model of inquiry that builds on knowledge of teaching and schooling and knowledge of classroom observation and supervision systems.

SCHEMATA FOR STUDYING THE PROFESSIONAL DEVELOPMENT OF MENTOR TEACHERS

ISSUES IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS			
Recruitment/Selection	Preservice	Induction	Inservice

MENTOR TRAINING DOMAINS				
A Disposition toward Inquiry	Classroom Processes	Instructional Observation & Conferencing	Interpersonal Psychological Support	Local District Needs
Reflectivity	Effective Teaching	Clinical Supervision	Stages of Adult Development	Effective Staff Development
Action Research	Effective Schooling	Observation Systems		District Goals
	Classroom Processes	Conferencing	Interpersonal Relations	
Using Research to Inform Practice	Classroom Management	Coaching	Support Groups	Instructional Models
				Orientations
				"First Week"

Action	Reflection
Session 1 (September 28)	
Introduction of Class and Instructors (Personal/Professional Profiles)	Complete Personal/Professional Profile
Schemata for the Course Reflectivity Packet Reflective Teaching (RTLs)	Complete Related Readings ("Issues" Summary; "Leadership" Article)
Session 2 (October 5)	
Teacher Leader Discussion Activity: Selection of Mentor Teachers	Complete Leadership Style Inventory and Read Article
Explanation of Leadership Style Profile	Prepare RTL #1
Session 3 (October 19)	
Teach and Debrief RTL #1 Discussion Leadership Style Inventory Share Class Personal/Professional Profiles	Prepare RTL #2
Session 4 (October 26)	
Teach and Debrief RTL #2 Discuss Effective Schools Literature Activity: Problems of Beginning Teachers	Complete 3 Critical Event Forms (due November 30)
Session 5 (November 2)	
Discuss Adult Development I Discuss Adult Development II	Prepare RTLs #3, #4, #5
Session 6 (November 9)	
Teach and Debrief RTLs #3, #4, #5 Discuss Effective Teaching Literature	Complete Supervision Inventory Prepare RTL #6
Session 7 (November 16)	
Teach and Debrief RTL #6 Discuss Classroom Supervision and Observation	Complete Colleague Inventory

Action	Reflection
Session 8 (November 23)	
Activity: Mallen Article Exercise Discuss Needs Assessment Instruments	Readings on Action Research and Hunt Article
Session 9 (November 30)	
Discuss Inquiry Perspective Activity: Using Action Research Analyze Critical Event Forms	Concept Paper on Effective Staff Development
Session 10 (December 7)	
Activity: Staff Development Inventories Discuss Formats for Effective Staff Development Review Entry Year Standards Activity: District Level Leadership Opportunities	

OHIO DEPARTMENT OF EDUCATION
WORKSHOP ON
THE TRAINING OF MENTOR TRAINERS
Mohican State Lodge
August 14-19, 1988

SUNDAY EVENING, AUGUST 14

5:00 - 5:30 p.m.	Registration		
5:30 - 6:30 p.m.	Social Hour (Patio)		
6:30 - 8:30 p.m.	Dinner		
	Welcome	Nancy Eberhart	
	Introductions	Brenda Stallion	
	Overview	Nancy Zimpher	Tabs 1 & 2
		Nancy Eberhart	Tabs 3 & 4
	"Table Sharing"	Susan Streitenberger	
	Explain Leadership Profile	Ken Howey	Tabs 5, 6 & 7

MONDAY, AUGUST 15

8:30 - 10:00 a.m.	Panel on Mentoring	Nancy Zimpher Moderator Ken Howey The Ohio State University Nancy Evans Circleville City Schools Judith Marsh Columbiana County Schools Susan Streitenberger Ohio Department of Education	
10:00 - 10:15 a.m.	Break		
10:15 - 10:45 a.m.	Characteristics of Mentors and Variations in the Role	Nancy Zimpher	Tab 8
10:45 - 11:30 a.m.	An Inventory on Orientations to Teaching Debrief and Extensions	Ken Howey	Tab 9
11:30 - 12:00 noon	Complete Leadership Profile		
12:00 - 1:15 p.m.	Lunch		
1:15 - 2:00 p.m.	Developing Criteria for Mentor Selection and Procedures for Selection Issues Analysis	Nancy Zimpher Ken Howey Facilitators	Tabs 10 & 11

MONDAY, AUGUST 15 (cont.)

2:00 - 2:30 p.m.	Group Sharing	Nancy Zimpher Facilitator	
2:30 - 2:45 p.m.	Explain the Leadership Styles Inventory (LSI)	Ken Howey	Tab 12
2:45 - 3:15 p.m.	Complete the LSI over the Break		
3:15 - 3:45 p.m.	Debrief LSI	Ken Howey Facilitator	
3:45 - 4:15 p.m.	Team Work Session #1: Outline Sections I through IV		
4:15 - 5:00 p.m.	Significant Developments at the National, Regional and State Levels Supporting the Importance of Mentoring	Nancy Eberhart Ken Howey Nancy Zimpher	Tab 13
5:00 - 5:30 p.m.	Refreshments Informal Discussion and Interaction		

TUESDAY, AUGUST 16

8:30 - 9:00 a.m.	General Issues and Problems Discussion	Open	
9:00 - 9:30 a.m.	Share the Leadership Profiles	Ken Howey Nancy Zimpher	
9:30 - 9:45 a.m.	Knowledge Domains for Mentor Preparation	Nancy Zimpher	Tab 14
9:45 - 10:30 a.m.	Teach and Debrief Lesson #1: One Minute Manager	Nancy Zimpher Facilitator	Tab 15
10:30 - 11:00 a.m.	Team Work Session #2: Outline Section V over the Break		
11:00 - 11:15 a.m.	Group Sharing	Susan Streitenberger Facilitator	
11:15 - 12:00 noon	Assessing the Needs of Beginning Teachers	Ken Howey Nancy Zimpher	Tab 16
12:00 - 1:15 p.m.	Lunch		
1:15 - 2:00 p.m.	Problems of Beginning Teachers	Nancy Zimpher Facilitator	Tab 17
2:00 - 2:15 p.m.	Findings from Studies on the Problems of Beginning Teachers	Nancy Zimpher	Tab 18
2:15 - 2:30 p.m.	Break		

TUESDAY, AUGUST 16 (cont.)

2:30 - 4:30 p.m.	Establishing Effective Classroom Management Practices and Procedures	Brenda Stallion	Tab 19
4:30 - 5:00 p.m.	Team Work Session #3: Outline Section VI		
5:00 - 5:30 p.m.	Refreshments Informal Discussion and Interaction		

WEDNESDAY, AUGUST 17

8:30 - 9:00 a.m.	General Issues and Problem Discussion	Open	
9:00 - 10:00 a.m.	Teach and Debrief Lesson #2: Schools	Ken Howey Nancy Zimpher Facilitators	
	Understanding Schools as Organizations	Ken Howey	Tab 20
10:00 - 10:30 a.m.	Team Work Session #4: Outline Section VII		
10:30 - 10:45 a.m.	Break		
10:45 - 12:00 noon	Adult Development I	Nancy Zimpher	Tab 21
12:00 - 12:30 p.m.	Adult Development II	Ken Howey	Tab 22
12:30 - 6:00 p.m.	Lunch and Break		
6:00 p.m.	Cook Out (Patio)		

THURSDAY, AUGUST 18

8:30 - 9:00 a.m.	General Issues and Discussion	Open	
9:00 - 9:45 a.m.	Teach Lessons #3, 4 & 5	Nancy Zimpher Facilitator	
9:45 - 10:15 a.m.	Debrief Lessons Using Multiple Perspectives for Assessing Teaching	Ken Howey Facilitator	Tab 23
10:15 - 10:30 a.m.	Break		
10:30 - 11:15 a.m.	A Review of Studies Contributing Knowledge about Effective Teaching	Ken Howey	Tab 24
11:15 - 12:15 p.m.	Clinical Observation I	Nancy Zimpher	Tab 25
12:15 - 1:30 p.m.	Lunch		
1:30 - 2:30 p.m.	Clinical Observation II	Ken Howey	Tab 26
2:30 - 2:45 p.m.	Break		
2:45 - 3:45 p.m.	Alternative Conceptions of Effective Teaching	Nancy Zimpher Ken Howey	
3:45 - 4:45 p.m.	Team Work Session #5: Outline Section VIII		
4:45 - 5:15 p.m.	Refreshments Informal Discussion and Interaction		

FRIDAY, AUGUST 18

8:30 - 9:15 a.m.	Reports on Responses to the Issues	Selected Participants	
9:15 - 10:00 a.m.	Teach and Debrief Lesson #6: Interpersonal Communications	Nancy Zimpher Facilitator	
10:00 - 10:15 a.m.	Break		
10:15 - 11:15 a.m.	Relating the Preparation of Mentors to the Larger Professional Development Program	Ken Howey Nancy Zimpher	Tabs 27 & 28
11:15 - 12:00 noon	Closing Comments and Questions	Open	

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Tab 9 The Professional Attitudes Inventory

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Tab 28 What is Practice-Centered Inquiry?

APPENDIX A-9

District Plans for Induction

Canal Winchester Entry Year Program

I. Definitions

A. Mentor - a person assigned to provide professional support to an individual in the first year of employment.

B. Inductee - any certified person new to the Canal Winchester Local School District.

C. Entry Year Program - a program of support provided to meet the unique needs of an individual in the first year of employment.

II. Purpose

The primary purpose for the Canal Winchester Local School District is to provide the highest quality of instruction possible for students. The district considers any program which devotes the necessary time and attention to developing instructional skills as important. The Canal Winchester Entry Year Program is designed to provide each new staff member with a support system which includes the help of experienced support teachers, administrators and other personnel. The Entry Year Program is designed to ensure an orderly, successful first year for professionals new to the district. This plan is developed to meet the requirements of Section 33012202 of the Ohio Revised Code. The plan considers the expectations of the Canal Winchester Local School District and helps new staff members make a successful transition.

III. Rationale

First-year professionals develop behaviors in classroom organization, planning, and management which become predictors of their future performance. The first few days/months are crucial in molding the appropriate behaviors and attitudes toward functioning effectively in the position and the profession.

Upon entering a new social system, the beginning educator has to learn the role expectations in that system, the values that define the functioning of that learning system, the rules of the system, and the ways of acting and relating to students, non-professionals, and other professionals. Beginning professionals need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality and support during their first year. The Mentor will serve as this individual.

IV. Goals and Objectives

A. Goal - To provide support for the inductee in the Canal Winchester Local School District and to help ensure an orderly and successful passage through the first year of employment in the district.

B. Objectives

- To provide a formal structure through which the inductee may become familiar with district policies, procedures, and resources.
- To provide a support system for the inductee through the use of a mentor.
- To provide training for the inductee in instructional skills and district expectations as they relate to curriculum, instruction and classroom management and organization or areas appropriate to certification.

V. Roles and Responsibilities

A. Superintendent or designee

1. report to Board
2. serve as a member of the Coordinating Committee at the county level

B. Building Principals

1. prepare a list of mentor applicants
2. monitor progress of program in the
3. building with TLC member
4. certify program participation at the end of the year

C. Association President or designee

1. report to association membership
2. serve as a member of the Coordinating Committee at the county level

D. Teacher Leader Cadre members

1. report to the Steering Committee
2. responsible for delivery of training program
3. cooperatively monitors the program with the building principal

E. Mentors

1. will attend New Teacher Orientation Day with their inductee(s)
2. assist inductee in implementation of curriculum, policies, and procedures
3. assist inductee in organizing the class and preparing for the opening of school
4. advise in preparing for open house and parent-teacher conferences
5. meet with inductee weekly during the first grading period and three times per grading period thereafter, or as requested by mentor or inductee to provide assistance and direction
6. will provide visitation time for the inductee
7. visit inductee for the purpose of providing assistance as may be needed
8. participate in professional growth activities as related to the induction program
9. will document meetings with inductee(s) by way of forms provided

F. Inductees

1. work cooperatively with the building induction team and the mentor teacher
2. participate in district/building induction activities
3. formally fulfill all the requirements for induction

G. Steering Committee

1. report to Superintendent
2. design structure of entry year program
3. select and match mentors/inductees
4. monitor and revise entry year program on a continuing basis

VI. Mentor Selection

A. Criteria

1. 3 years successful teaching experience in the district preferred
2. at least one year teaching in the building
3. positive attitude toward the teaching profession
4. willingness to serve
5. subject area and/or grade level appropriate to inductee
6. willingness to participate in mentor training activities

B. Selection Process

1. any district teacher may submit, to the building principal, an application to be considered for the mentor program based selection criteria
2. building principals will submit the list of applicants to the Steering Committee
3. the Steering Committee will select the mentor teachers from names submitted based upon selection criteria and background and needs of the inductee

VII. Professional Development Activities for Mentors

A. Mentor training will be provided by professional leaders (TLC, Danforth Program, and other training programs that become available). A bank of mentors who have been trained prior to matching with inductees will be established.

VIII. Mentor Support and Rewards

A. The mentor will receive a certificate of recognition - copy to personnel file.

B. Adequate release time and/or compensation will be provided for program participants.

C. Program participants where possible will earn CEU's, course credit, or professional growth points.

IX. Mentor Assignment

A. The Steering Committee will be responsible for the assignment of trained mentors to inductees based on:

1. grade level and/or subject area
2. location
3. background and needs of the inductee

X. Professional Development Activities for Entry Year Teachers

A. Activities and Time Line

1. Full day inservice prior to opening of school
    a. introduce to school district and community
    b. business office forms, benefits, and procedures
    c. be made aware of Policies and Procedures Manual and Master Contract/Agreement
    d. review Faculty Handbook, grade book, plan book, attendance, and teacher evaluation
    e. secure all curriculum and Graded Course of Study materials
    f. meet with mentor in inductee's room

B. Mentor - Inductee Meetings

1. every week first grading period
2. three times during each grading period thereafter, or as required by mentor or inductee
3. documentation of meetings will be provided through selected resources
4. building and staff orientation with mentor
5. review first week procedures with mentor
6. professional development activities planned by the Steering Committee throughout the year

C. Evaluation

1. evaluation of the entry year program by the inductee at the end of the year

XI. Specific Needs Assessments and Program Modification

A. A needs assessment will be administered to entry year teachers 30 to 60 calendar days after the beginning of the school year.

B. Mentors and inductees will work on identified needs throughout the school year.

XII. Program Evaluation and Revision

A. Evaluation will be conducted by the Steering Committee at the end of the school year, with input from the TLC, mentors, and inductees.

B. Revision will take place if evaluation indicates a need.

XIII. Dissemination

A. Results of the yearly program evaluation will be compiled and presented to the Superintendent and the Board of Education yearly.

XIV. Program Budget

A. Program budget will depend on the availability of local and state funding and the number of program participants.

OUTLINE OF HAMILTON LOCAL INDUCTION PROGRAM FOR ENTRY YEAR TEACHERS

See listed pages for explanation/description of program sections.

Program Sections Page

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    A. Local Steering Committee
    B. Term or Tenure
    C. Function of Steering Committee

III. Roles and Responsibilities of Program 3
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    B. Building Principals
    C. HLEA President
    D. Teacher Leader Cadre Members
    E. Mentors
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        2. Inductee--optional
        3. Mentor
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            a. Criteria
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IV. Professional Development Activities for Inductees 7

V. Professional Development Activities for Mentors 8

VI. Resources 9

HAMILTON LOCAL SCHOOL DISTRICT INDUCTION PROGRAM

I. Goal

The goal of the Hamilton Local School District Induction Program is to provide the inductee support and professional growth ;in a collegial atmosphere.

Necessity. Inductees need to have individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality, and professional growth during their induction year.

Central Belief. The basic assumption is that inductees need information and a support system to experience a positive and successful year.

II. Governance of the Induction Program

A. The Local Steering Committee

1. Superintendent or designee
2. Building principals
3. HLEA president
4. Teacher Leader Cadre Member (appointed by Association president)
5. 5 teacher representatives appointed by HLEA president. Reps could be:
    - a. mentor (current or past)
    - b. TLC member
    - c. past inductee
    - d. selected by the HLEA Council or membership

B. Term or tenure

1. The committee members will serve 2 years
2. Members may be appointed for more than 1 term
3. The terms will begin June 1

C. Functions of the Steering Committee

1. selection and evaluation of mentors
2. provide guidelines for compensation and/or release time
3. liaison to Board of Education, administrators, and HLEA respectively
4. identify needs of inductees and mentors
5. provide guidelines for mentors
6. provide for professional development of the inductee

D. Facilitator should be elected annually

III. Roles and Responsibilities of the Program

A. Superintendent or designee
  1. report to Board of Education
  2. coordinate local activities with the state mandate

B. Building principals
  1. report to the superintendent
  2. prepare a recommended list of mentors
  3. monitor progress of program in the building with TLC member
  4. certify program participation at the end of the school year
  5. responsible for matching mentors and inductees

C. HLEA president
  1. report to association membership
  2. coordinate local activities with the state mandate

D. Teacher Leader Cadre members
  1. report to the steering committee
  2. responsible for delivery of training program
  3. monitor the building program with the principal
  4. one TLC member appointed by the HLEA president serves on Steering Committee

E. Mentors
  1. assist inductee in implementation of curriculum, policies, and procedures
  2. assist inductee in organizing the class and preparing for the opening of school
  3. advise in preparing for open house and parent-teacher conferences
  4. meet with inductee weekly during the first semester to provide assistance
  5. invite inductee to observe the mentor's classroom
  6. visit inductee classroom periodically for the purpose of providing assistance as may be needed
  7. participate in professionala growth activities as related to the induction program

F. Inductees
  1. work cooperatively with the (building induction team if one exists and) mentor induction activities
  2. shall be required to participate in the minimum number of induction activities as specified by the steering committee
  3. formally fulfill all the requirements for induction

G. A Building Committee will be formed if needed

H. Selection Procedures and Criteria
  1. Inductee--required participation
    a. any first year teacher taking a position in the district for the first time
    b. any teacher with less than 3 years experience taking a position in the district for the first time
  2. Inductee--optional participation (as program resources permit)
    a. any teacher with more than 3 years experience taking a position in the district for the first time
    b. any teacher new to a grade level, subject area, or building
    c. any teacher returning from an extended leave of absence
    d. any returning teacher expressing a need or desire to participate may be considered
  3. Mentor
    a. Criteria
      -successful teaching experience (suggested minimum of three years teaching experience)
      -at least one year teaching in the building
      -positive attitude and commitment toward the teaching profession
      -willingness to serve - volunteer
      -subject area and/or grade level appropriate to inductee as resources permit
      -collegial working relationships
      -participates in continuing education
      -good interpersonal skills on all levels
      -demonstrates good teaching skills
      -willing to commit time to inductee program
      -demonstrates leadership skill in other areas of life--church, civic groups

-active professionally (important to have worked with adults)

b. Selection process (mentor)

-any district teacher may submit to the building principal an application to be considered for the mentor program based upon selection criteria

-building principals will be asked to submit a list of nominees to the Steering Committee

-the Steering Committee will select the mentor techer from names submitted based upon selection criteria

-building principals will then match the mentor to an inductee

4. Teacher Leader Cadre

a. Criteria

-willingness to serve

-a teacher with no less than five years of successful teaching experience

-must show evidence of working toward advanced education or advanced degree which may include

- local training
- interdistrict training
- training from university or other organization in teacher leadership

-mentor training or experience required

b. Selection

application approved by the building principal, HLEA president, and superintendent

I. Assessment of Local Program

Evaluation will be conducted by the Steering Committeea at the end of the school year, with input from the TLC, mentors, inductees, principals

J. Rewards and Incentives

1. Inductee will receive a certificate of completion--copy to personnel file

2. Mentor will receive a certificate of recognition--copy to personnel file
3. Adequate release time and/or compensation will be provided for program participants as resources permit
4. Mentors will be developing eligibility to become members of TLC

IV. Professional Development Activities for Inductees

A. Activities and Time Line

Full day inservice prior to opening of school
Examples of activities:

1. introduce to school district and community
2. business office forms, benefits, and procedures
3. be made aware of Policies and Procedures Manual and Master Contract
4. review Faculty Handbook, grade book, plan book, attendance procedures, responsibilities, and teacher evaluation
5. secure all curriculum and Graded Course of Study materials
6. meet with mentor teacher in inductee's room
7. explain CBE's and how to keep records of same

B. Inductee-Mentor Meetings

1. building and staff orientation with mentor
2. review first week procedures with mentor
3. frequently during first semester; thereafter as needed
4. professional development activities planned by the Steering Committee throughout the year

V. Professional Development Activities for Mentors

A. Content Areas of Program

1. Mentor Teacher Orientation
    a. review District philosophy and curriculum
    b. review District goals for Induction program

2. Mentor Teacher Training
    after the initial year, the mentor teacher is required to have knowledge of the areas described in the Mentor Training Program

3. Mentor Training Program
    a. knowledge of adult development
    b. knowledge of Reflective Teaching Techniques
    c. knowledge of classroom management procedures
    d. knowledge of areas of concern for new teachers
    e. knowledge of effective instruction
    f. knowledge and practice in conferencing skills
    g. sharing experience
    h. communication and interpersonal skills
    i. problem solving and decision making skills

B. Strategies for Delivery
mentors will be trained by the Teacher Leader Cadre

C. Time Line
professional growth activities will be provided throughout the year for mentor teachers as resources permit

D. Evaluation
evaluation of the Mentor Program will be completed periodically throughout the year

VI. Resources

A. Sources of Support

1. colleges and universities
2. Franklin County Department of Education
3. participating schools in the Induction Program
4. District Steering Committee
5. Teacher Leader Cadre
6. Hamilton Local Board of Education
7. community agencies and businesses
8. State Department of Education and other government agencies

B. Conditions or Policies for Allocation of funds and/or in-kind services as resources permit

C. Monitoring the entire program as mandated by
   1. Hamilton Local Board of Education
   2. State Board of Education

OUTLINE FOR THE PROPOSED GROVEPORT MADISON INDUCTION PLAN

I. The Staff Development Plan

A. Central Beliefs

The basic assumption is that inductees need information and a support system to experience a positive and successful year.

B. Necessity of Program

Inductees need individuals on whom they can rely for assistance, guidance, diagnosis, confidentiality, and professional growth during their induction year.

C. Purpose

The purpose of the Groveport Madison Induction Program is to provide the inductee support and professional growth in a collegial atmosphere.

II. Governance Structure of the Induction Program - Induction Council

A. The purpose of the Groveport Madison Induction Council is to oversee the implementation of the Groveport Madison Induction Program.

B. Membership for the Groveport Madison Induction Council

1. Superintendent or designee
2. Director of Curriculum and Instruction
3. Elementary Principal
4. Middle School Principal
5. High School Principal
6. Association President or designee
7. Chaiperson of the Professional Growth Committee
8. Elementary Teacher-Leader Cadre Member
9. Middle School Teacher-Leader Cadre Member
10. High School Teacher-Leader Cadre Member

C. Selection

1. Principals will be selected by the Superintendent.
2. Teachers will be selected according to a letter of intent sent to the Association President.
    a. These applications will be taken to the Association Executive Board for confirmation.
    b. If there are two or more applications for the same position, the Executive Board will use a lottery method to determine the appointee.
3. Teachers and Principals will serve a two-year term that will rotate members on alternating years.
4. A facilitator and a secretary will be chosen by the council. Minutes will be sent to all participants.

D. The Role of the GM Induction Council

1. Select mentor bank, and develop and oversee plan for

evaluation of mentors
2. Design incentive and recognition program for mentors
3. Approve and monitor plans submitted by Teacher-Leader Cadre for induction program
4. Design means or ways for mentor/inductee to work together during the work day
5. Oversee allocation of money from the state and other resources when it becomes available
6. Evaluate the district organizational induction plan
7. Make annual report available to staff and Board of Education
8. Provide communication between their representative groups and the council and vice-versa
    a. Director of Curriculum and Instruction - Central Office
    b. Association President - Association Executive Board - Building Reps - Teachers
    c. Teacher-Leader Cadre Members - Teacher-Leader Cadre
    d. Pricipals - Administrative Council
    e. Chairperson of Professional Growth - Professional Growth Committee

III. Participants in GM Induction Plan

A. Mentors
- 1. Qualifications for Mentors
    - a. Three years teaching experience in district, one year in the building.
    - b. Completion of application. Volunteer mentor applications will be screened by the GM Induction Council for inclusion into the program using the following criteria.
        - 1). Good working relationship with staff, administration, parents, and students.
        - 2). Participation in professional growth activities and therefore an awareness of current educational issues.
        - 3). A desire to work in the capacity of a mentor and the time to devote to it.
        - 4). A positive attitude toward the teaching profession.
        - 5). Competence in instruction, planning, and classroom management.
- 2. Role of the mentor in program
    - a. Contact inductee prior to the beginning of the school year to discuss concerns and first week procedures.
    - b. Provide the inductee with opportunities for assistance, guidance, diagnosis, confidentiality, and professional growth.
    - c. Meet with inductee throughout the year, as needed.
    - d. Schedule meetings with inductee/mentor/principal.
    - e. Attend workshops designed to enhance skills as a mentor.

B. Inductees

1. Criteria for Inductees
    a. All teachers new to the district must complete the program
    b. Teachers who change buildings, assignments, or grade levels have the option to seek support through the program.
    c. Any teacher may participate in the program.
2. Role of the Inductee in the GM Induction Plan
    a. Meet with mentor on a regular basis.
    b. Participate in mentor/inductee activities.

C. Teacher-Leader Cadre
  1. Qualification for Teacher-Leader Cadre
      a. New entrants should have prior experience as a mentor
      b. Completion of application. Volunteer applications will be screened by the GM Induction Council for inclusion into the program using the following criteria.
          1). A desire to work with teachers, experienced and new, on continuing staff development and the time to devote to it.
          2). A desire to take a leading role in educational development while maintaining the role of a classroom teacher.
          3). Successful completion of instruction in a classroom management program
  2. Role of the Teacher-Leader Cadre
      a. Develop needs assessment
      b. Plan the instructionsl program for the mentor
      c. Submit the plan the GM Induction Council
      d. Deliver the instructional program through:
          1). district level workshops
          2). conferencing
          3). mentor handbook
          4). activities for the mentor and inductee
          5). other
      e. Periodically evaluate the success of the program

D. Superintendent
  1. Facilitate the implementation of the program
  2. Encourage public and School Board support for the program
  3. Delegate authority to enact components.

E. Principals
  1. Actively participate in selection of mentor/inductee teams.
  2. Attend periodic meetings with each mentor/inductee team.
  3. Assist and facilitate mentor/inductee pairs in peer visitations and conferencing opportunities.
  4. Provide written acknowledgement of completion of the program to be placed in the participants' files

F. Central Office Administrators

1. Facilitate and support the needs of the program
2. Grant appropriate incentives for participants as determined by council
3. Use administrative roles to promote the success of the program

Addendum A Professional Development for Mentors

Professional development will be provided by the Teacher-Leader Cadre in cooperation with university instructors on topics such as:

A. Adult Development
B. Conferencing Skills
C. Classroom Observation
D. Organization of School District
E. Community Resources
F. Classroom Maanagement
G. Instructional Skills
H. Reflectivity Process

Addendum B Suggested Activities for Mentors/Inductee Pairs

A. Build relationship with Inductee
Suggestions
    1. Meet before school starts in room or area
    2. Write down inductee concerns
    3. Build a time to conference
    4. Fill out close-up profile
    5. Offer to help set up room
    6. Encourage involvement in school committees
    7. Sign up for duties with inductee
    8. Provide personal introductions to staff
    9. Foster a feeling of belongingness
    10. Recognize successes of inductees

B. Before school starts
    1. building orientation
    2. policy information and procedures
    3. student handbook
    4. textbooks
    5. instructional supplies
    6. instructional resources
    7. schedule
    8. logistics
    9. preparation ideas
    10. building culture (how to fit in)
    11. curriculum overview
    12. student evaluation form
    13. parent conferences
    14. lesson plan options
    15. grade book organization
    16. interim reports
    17. Open House

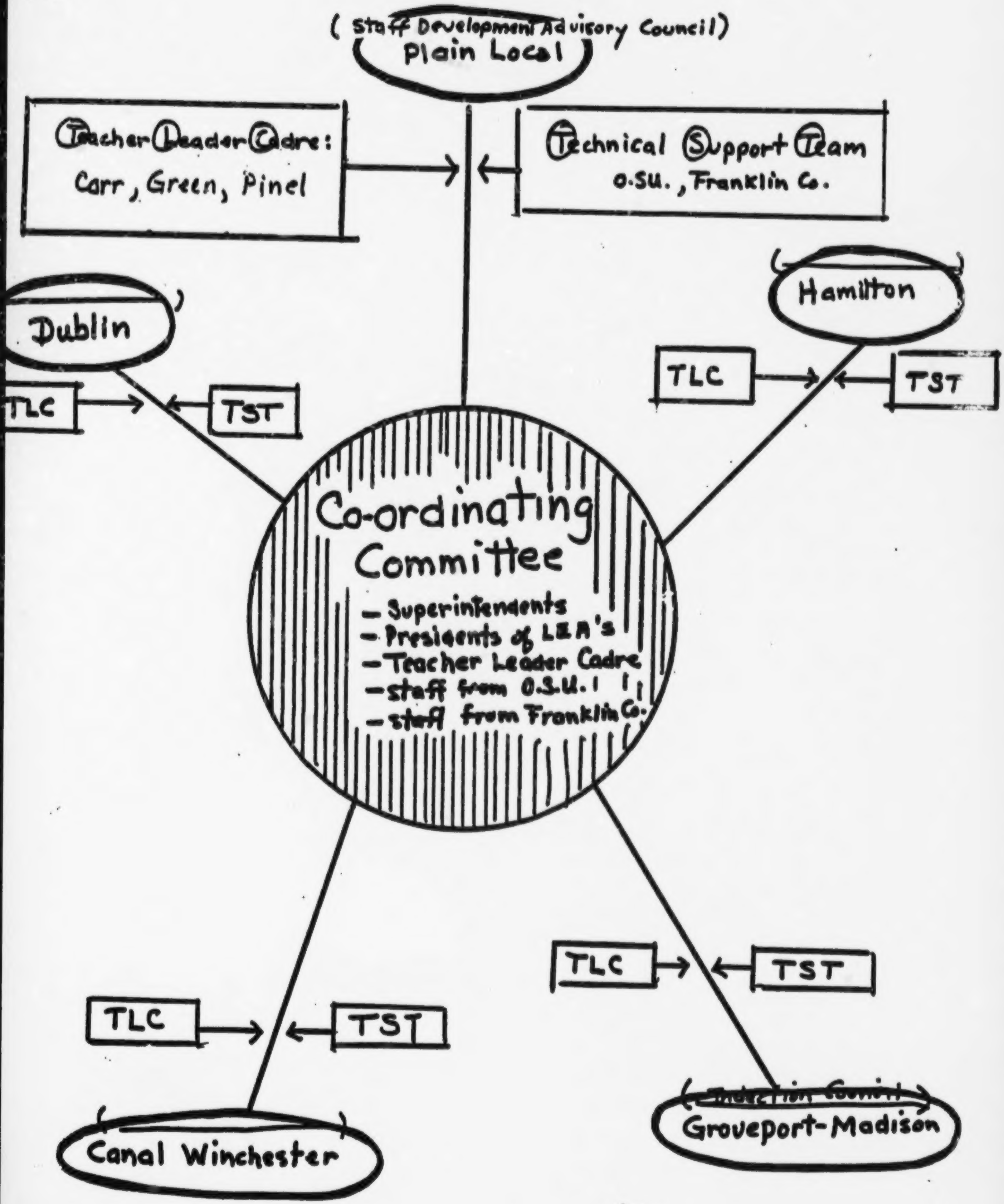
Addendum C Resources that undergrid the program

This category will include all sources of support, financial, structural, human, contributed and real as determined by the GM Induction Council. Suggested activites:

A. Released time
B. Recognition
C. Conference fees
D. Script
E. Professional development opportunites
F. Course credit
G. CEU's
H. Resource persons for building and district level available from the Technical Support Team.

PLAIN LOCAL SCHOOLS
PROPOSED STAFF DEVELOPMENT PLAN
(with focus on Entry-Year Program)

Connie G. Carr
Melodie Green
Judy Pinel


(Staff Development Advisory Council)
Plain Local
Teacher Leader Cadre:
Carr, Green, Pinel
Technical Support Team
O.SU., Franklin Co.
Dublin
TLC
TST
Hamilton
TLC
TST
Co-ordinating Committee
— Superintendents
— Presidents of LEA's
— Teacher Leader Cadre
— staff from O.S.U.
— staff from Franklin Co.
TLC
TST
TLC
TST
~~Induction Council~~
Groveport-Madison
Canal Winchester

PHILOSOPHY

The primary purpose for the Plain Local School District is to provide the highest quality of instruction for students. Delivery of this instruction is dependent upon quality teachers. The Plain Local School District is dedicated to the development of such a staff. Toward this goal, the district is responsible for the creation of a continuous Staff Development Program beginning with the Entry-Year Program.

The Entry-Year Program is designed to provide each new staff member with a support system which includes the assistance of experienced teachers, administrators, and county personnel. The Entry-Year Program is not to be used for purposes of evaluating new teachers for contractual renewal. The program is to serve as a formal district orientation and introduction to the ongoing Staff Development Program.

I. Governance of the Staff Development Program

A. The Staff Development Advisory Council will be made up of the following members:

1. One administrator
2. One member of the Board of Education
3. Three building representatives elected by PLEA
4. Teacher-Leader Cadre

B. The responsibilities of the Staff Development Advisory Council will be to:

1. Direct a staff development plan for the district
2. Set up a time frame for the staff development plan
3. Provide the means to carry out staff development plan
4. Create, support, and evaluate the Entry-Year Program

C. The Staff Development Advisory Council will report to:

1. Superintendent
2. Board of Education
3. PLEA
4. County Program Co-ordinating Committee

II. Roles and Responsibilities for the Entry-Year Program

A. Mentors

1. The role and responsibilities of the Mentors are to:
   - a. participate in the Entry-Year Program
   - b. familiarize the Inductee with district policy
   - c. supervise Inductee's teaching experience
   - d. support and encourage Inductee's effort
2. Mentors will be selected in the spring of each school year by the Staff Devel. Advisory Council (SDAC) from teacher volunteers who meet the following criteria:
   - a. have a minimum of 5 years teaching experience with 3 years in the district
   - b. have participated in continuing education/inservice
   - c. demonstrate good teaching skills
   - d. display excellent interpersonal skills
   - e. serve as a role model
   - f. are willing to be trained in the district's staff development program
3. The evaluation of the Mentor experience will include:
   - a. having a final conference with the Teacher-Leader and Inductee
   - b. submitting records of participation as assigned
4. Suggested rewards and incentives for Mentors are:
   - a. release time
   - b. C.E.U. credit
   - c. placement on any future career ladder adopted by the district
   - d. monetary

B. Inductees

1. The role and responsibilities of the Inductees are:

   a. to participate in the Entry-Year Program

   b. to become familiar with the district policy

   c. to acquire and refine teaching repertoire

2. Inductees are designated from two general categories:

   a. Required:

      __any new teachers to the district and long-term substitutes

      __any teachers recommended by principal

   b. Optional:

      __any interested teacher

Note: Portions of the Entry-Year Program may be waived by the S.D.A.C.

3. The confidential evaluation of the Inductee experience will include:

   a. having a final conference with the Teacher-Leader and Mentor

   b. submitting records of participation as assigned

4. Suggested rewards and incentives for Inductees are:

   a. job requirement

   b. C.E.U. credit

   c. self-improvement

   d. release time

III. Professional Development Activities for Mentors

A. Mentors will be trained in the following general leadership domains:

1. disposition toward inquiry
2. classroom processes
3. instruction observation and conferencing
4. psychological support (including stages of adult development and interpersonal relationships)
5. district staff development program

B. Mentors will be trained by the Teacher-Leader Cadre and Technical Support Team at quarterly meetings and additional sessions mutually agreed upon.

IV. Professional Development Activities for Inductees

A. The Inductees will be expected to participate in the following activities:

1. an inservice prior to the opening of school where they will meet with the principal and mentor to be briefed on the district, given policy and procedure books, told grading procedures and discipline policy, and given all curriculum materials.
2. observations of experienced teachers
3. observation of Inductee by the Mentor
4. one inservice meeting per quarter with other Entry-Year participants
5. one conference per month with Mentor

B. The Entry-Year Program will address the following:

1. dealing with problems of individual students
2. slow learners in the classroom
3. classroom discipline
4. motivating students
5. dealing with individual differences
6. assessing students' work
7. relating to parents and peers
8. organization of class work
9. materials and supplies
10. other emerging problems encountered by the Inductee

V. Resources for the Entry-Year Program

A. Time

1. One day in August for Mentor training
2. One day in August for Mentor/Inductee orientation inservice with building principal
3. One day release from duties per quarter for Mentors, Inductees, and Teacher-Leader Cadre
4. Released class periods for Mentor/Inductee observations
5. Weekly or bi-weekly release time for Teacher-Leader Cadre duties

B. Financial resources

1. Stipend for Mentors
2. Stipend for Teacher-Leader Cadre

C. Resource and support personnel

1. O.S.U. faculty
2. Franklin County consultant staff

DUBLIN SCHOOLS
ENTRY-YEAR PROGRAM

Welcome Mrs. Lawson
Why, Thanks you Fred.
Girls
301
302
welcome to your new job at school!

To those who strive to make a difference in the teaching profession and, through their leadership, succeed.

THE AUTHORS

This handbook was designed and written by teachers and administrators of the Dublin City Schools. The focus of the group was to respond to State Department of Ohio guidelines by providing Dublin Schools entry-year teachers and their mentors with a purposeful program of professional development.

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ACKNOWLEDGEMENTS

The authors wish to acknowledge those individuals who made significant contributions to the accuracy of this handbook. We are indebted to them for their able assistance:

MR. LARRY FAULK - Computer Education Coordinator (Graphics)

STACEY WOOD - Grade 4, Riverside Elementary (Cover Design)

MS. MARY JANE BREWSTER - Curriculum Department Secretary

We also wish to acknowledge the contribution of a group of mentors and inductees in the Dublin City Schools who willingly contributed their time and expertise to critique our efforts and to add invaluable "consumer" perspective. They validated some of our ideas and put us back on track in other areas.

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ENTRY-YEAR PROGRAM

The Dublin City Schools Entry-Year Program described herein is an attempt to fulfill Ohio State Department of Education requirements specified in State Standard 3301-22-02, Rule for Entry-Year Programs by providing an official statement of the Dublin Board of Education. In so doing, this document defines the organization, structure and evaluation and revision procedures for the Dublin City Schools Entry-Year Program.

PHILOSOPHY

It is the resolve of the Dublin Schools to create and maintain an Entry-Year Program which has as its primary purpose the continuation and enhancement of instructional excellence for the students of the district.

Research indicates that teachers new to the profession experience adjustment-related problems. There is also evidence that teachers who return to the profession after extended leave, or those who are new to a school district and those who have changed grade levels may experience similar conflicts. These adjustment-related problems occur in the areas associated with: obtaining and effectively using instructional resources and materials; understanding work assignments and task responsibilities; clarifying expectations held by the employing district; overcoming feelings of isolation; acquiring new behaviors necessary to perform effectively on a day-to-day basis in the classroom.

Teacher training institutions have made significant programmatic changes in recent years with the addition of more field-based experiences and the implementation of five-year teacher programs. Nevertheless, structured Entry-Year Programs tailored to the individual needs of each school district are still a necessary component of professional development. The Ohio State Department of Education standard which requires Entry-Year Programs is only the beginning. The purpose of such a standard is to provide the impetus for school districts to build an Entry-Year Program which satisfies the needs of its own personnel.

The Dublin Schools believe that success breeds success. Helping entry-year professionals to have a successful entry year establishes the basis for career-long success. The intent of the Dublin Schools Entry-Year Program is to help teachers move beyond issues of personal survival to a focus on instructional excellence.

ENTRY-YEAR PROGRAM GOALS

The following goals are the foundation upon which The Dublin City Schools' Entry-Year Program are based:

1. Understanding work assignments and task responsibilities

    - To assist entry-year teachers with the acquisition of information on the instructional and non-instructional policies, procedures, routines, and customs of the Dublin Schools;

    - To provide guidance in planning, organizing and managing work responsibilities.

2. Clarifying expectations held by the employing district

    - To clarify and refine the mechanics involved in student assessment and evaluation;

    - To provide professional development opportunities to experienced teachers serving as mentors;

    - To continually build upon and improve the program through needs assessment and program evaluation.

3. Overcoming feelings of isolation

    - To provide an atmosphere which embraces emotional support, collegial relationships, and adjustment to the teaching environment;

    - To provide an environment conducive to communication with various internal external audiences.

4. Acquiring new behaviors necessary to perform effectively

    - To expand entry-year teachers' knowledge of techniques for effective classroom management;

    - To help entry-year teachers understand the developmental levels in children while dealing with different students' needs, interests, abilities, and problems.

- To increase awareness of student motivation techniques;
- To increase the effective use of teaching methodology.

5. Utilizing instructional resources and materials

   - To guide entry-year personnel in obtaining adequate instructional resources and materials.

THE INDUCTEE TEACHER

> The condition of not knowing is common to beginning teachers. No matter how extensive the beginner's preservice education, beginning teachers are faced by and accountable for or to--sometimes it is not clear which--unknown students, teaching colleagues, administrators, university supervisors, and parents. In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition, the school and community environments have norms and rituals that most probably are new and strange. The large number of factual and procedural unknowns can send the beginning teacher into a state of shock wherein it becomes impossible to transfer previously mastered concepts and skills from the university to the public school classroom. (Corcoran, 1981)

Think back to some of your first year teaching exper-iences, perhaps to a particular individual who helped you along and to how you felt at the time.

Many experienced teachers have vivid memories of their first year of teaching. Although some might reflect upon that first year by conjuring up thoughts of trauma, drama, and basic survival, not all teachers report great levels of difficulty and stress their first year. Nevertheless, most anyone will agree that helping novice teachers (and those re-entering the profession) overcome the demands of the first year should be a priority of the education profession. Researchers who have examined the needs, problems, and concerns of beginning teachers substantiate this need to "help" and point to the following as typical first-year concerns of teachers:

Classroom management is a common worry and often a problem.

- Maintaining classroom management and discipline.
- Managing time, including striking an appropriate balance between personal and professional time.
- Motivating students generally, but especially working with students who have special problems or needs.
- Managing classroom instruction, including: planning instruction, finding resources and

materials, evaluating student progress and coping with a wide variance of student ability in the same class.

In many of these areas did you experience difficulty during your first year?

- Experiencing feelings of isolation.
- Developing positive relationships with parents, administrators, colleagues, and students.
- Coping with workload: number of preparations, teaching outside of area of expertise, being assigned more "difficult" classes, and too many extracurricular responsibilities.
- Understanding district and building policies and procedures.

DESCRIPTION

Inductees in the Dublin Schools Entry-Year Program have been designated as teachers who fit the criteria in one of the following three groups:

3 Groups of Inductees.

Group I Inductees:	Entry-year teachers with less than one year of teaching experience.
Group II Inductees:	Experienced teachers, new to the Dublin City Schools with one or more years of teaching experience.
Group III Inductees:	A Dublin City Schools teacher teaching a new subject, at a new grade level, in a new area of specialization, in a new building, or returning to teaching after an extended leave of absence.

NOTIFICATION PROCESS

Building Principal places Inductee in appropriate group. (See Appendix B.)

During the interview/ employment/transfer process for personnel, the Personnel Office shall notify the new/transferring/or re-entering staff of the Dublin Schools Entry-Year Program. Following confirmation of teaching assignment, the building principal/designee shall further discuss the Entry-Year Program and shall determine the placement of the teacher in the appropriate inductee group.

RESPONSIBILITIES OF INDUCTEES

The responsiblities of Dublin Schools inductees include the following:

- meeting with their mentor as needed
- attending scheduled district and building-level meetings
- completing required documentation (See Appendix D.)

Important for Groups II and III.

Group II and III inductees shall participate in the Entry-Year Program as deemed appropriate by personal desire or advice of the building principal.

THE MENTOR TEACHER

Mentors are special people. Yet the qualities and responsibilities of a good mentor include, but go beyond, those of a good teacher.

ATTRIBUTES OF EFFECTIVE MENTORS

CHARACTERISTICS

Relax! You don't have to be perfect!

- *PEOPLE ORIENTED
- *OUTGOING
- *CONFIDENT
- *SECURE
- *FLEXIBLE
- *ALTRUISTIC
- *WARM & CARING
- *PATIENT
- *INFLUENTIAL
- *CONSISTENT
- *PROFESSIONAL
- *DIVERSIFIED INTERESTS & ACTIVITIES
- *TOLERATES AMBIGUITY

Many hats!

Mentors must play several roles, including guide, role model, sponsor, counselor, coach, resource person, and colleague.

QUALIFICATIONS

One-year of experience.

ELEMENTARY MENTORS must have at least one year of experience in the Dublin City Schools and four years of successful teaching experience preferably at the same grade level or area of specialization as the inductee. (If this cannot be realized, mentor/inductee pairings should be as close in subject/grade level/ area of specialization as possible.)

Close physical proximity between mentor's and inductee's classrooms is highly desirable to facilitate informal contact.

MIDDLE SCHOOL AND HIGH SCHOOL MENTORS must have at least one year of experience in the Dublin City Schools and four years of successful teaching experience preferably in the same subject or area of specialization as the inductee. (If this cannot be realized, mentor/inductee pairings should be as close in subject/grade level/area of specialization as possible.)

In all cases mentor and inductee should be in the same building.

All **MENTORS** shall hold current Ohio certification and shall demonstrate competence in such areas as:

- instruction
- planning
- human relations
- knowledge of content
- knowledge of human growth and development
- materials selection
- classroom management

All mentors shall display a willingness to serve and to continue learning and to demonstrate a positive attitude toward the teaching profession.

See next page for a visual of these responsibilities.

RESPONSIBILITIES OF MENTORS

The Mentor:

- Contacts the inductee as soon as possible after employment to welcome him/her to the school district.
- Acts as an advisor and resource person for the inductee with the intent or realizing the philosophy and goals of the Entry-Year Program.
- Attends scheduled district and building-level meetings as appropriate
- Completes required documentation related to the Entry-Year Program.
- Acts as a role model for the inductee in all aspects of professionalism.

The Mentor is supportive of the inductee and does not serve in an evaluative capacity.

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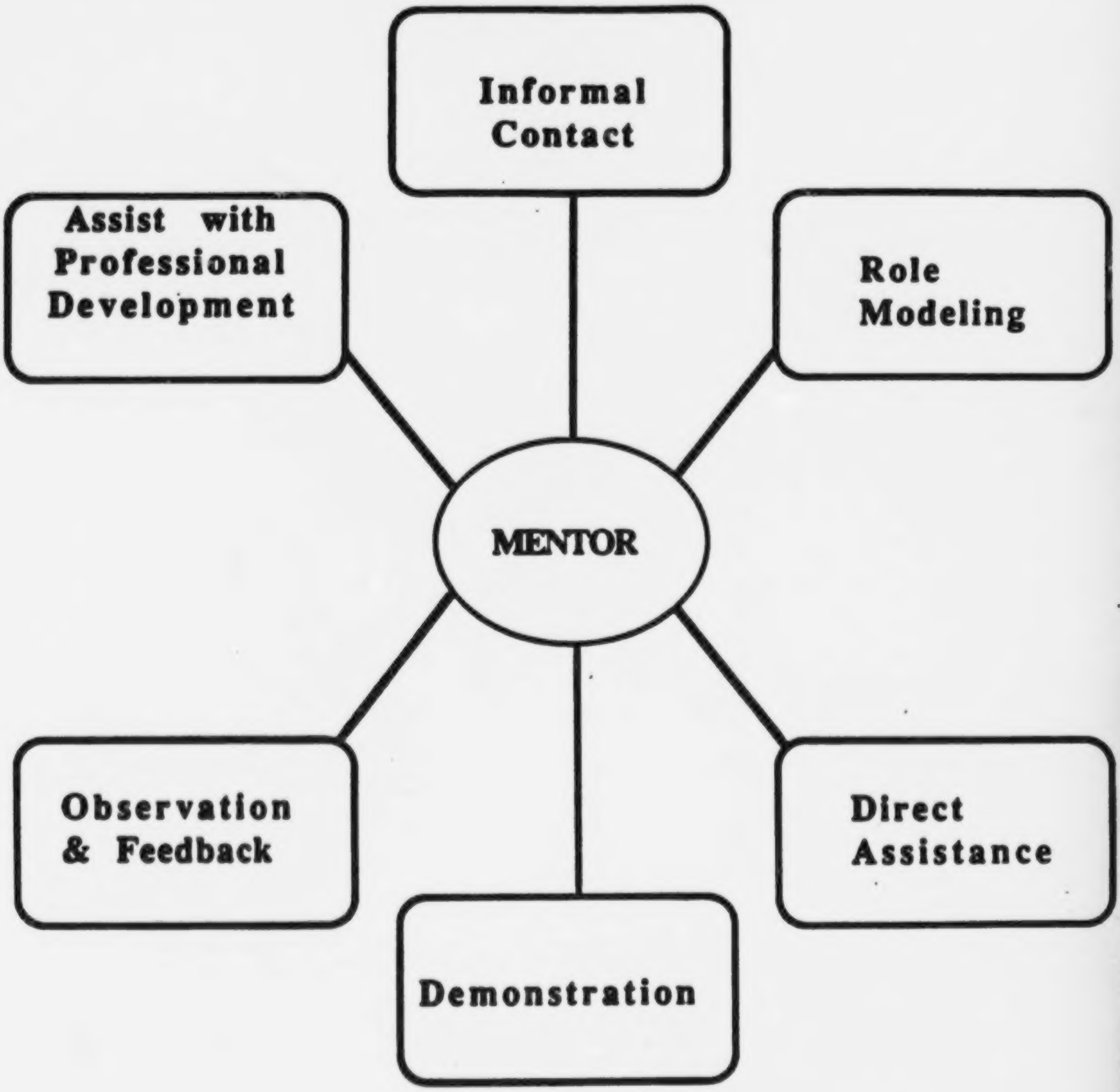
MENTOR FUNCTIONS


Informal Contact
Assist with Professional Development
Role Modeling
MENTOR
Observation & Feedback
Direct Assistance
Demonstration

SELECTION OF MENTORS

What you give, you get."

Extra time, effort, and committment are obviously required of mentors. Increased contact with colleagues, professional stimulation and a sense of accomplishment are likely.

Sign up in May. (See Appendix A.)

In May of each year those qualified teachers interested in serving as mentors shall notify their building principal of their interest who will then select the mentors. (See Appendix A)(If volunteers are not sufficient, the building principal shall approach teachers to request their participation.)

As soon as practical and contingent upon the employment of new personnel, the building principal shall notify those staff members who shall be serving as mentors the following school year.

According to Ohio State Department of Education "Rules for Entry-Year Program": "At least one full-time equivalent mentor shall be assigned for each fourteen full-time equivalent first-year individuals employed under a classroom teaching certificate or an educational personnel certificate."

The Dublin City Schools supports a mentor/inductee ratio of no more than 1:4, but ideally recommends a ratio of 1:1.

In the event that a mentor/inductee pairing is not successful, the building principal will make every effort to create a new pairing.

STRUCTURE AND ORGANIZATION OF DUBLIN CITY SCHOOLS ENTRY-YEAR PROGRAM

The Dublin City Schools Entry-Year Program is organized according to three distinct yet compatible areas:

Three for the price of one!

INDIVIDUALIZED MENTOR/INDUCTEE PROGRAM: facilitates implementation of the Entry-Year Program by providing informal contact for the mentor and inductee.

BUILDING-LEVEL PROGRAM: facilitates implementation of the Entry-Year Program philosophy and goals by planning and sponsoring building-level activities for mentors and inductees.

DISTRICT-WIDE PROGRAM: facilitates implementation of the Entry Year Program philosophy and goals by planning and sponsoring district-wide activities for mentors and inductees.

INDIVIDUALIZED MENTOR/INDUCTEE PROGRAM

The easiest form of assistance to provide may also be the most helpful overall.

Beginning teachers and mentors frequently state that informal discussions with experienced teachers are a valuable source of assistance. Often a bit of information, some timely suggestions, or a few words of understanding and encouragement are a big help. It is the goal, then of the **Individualized Mentor/ Inductee Program** to facilitate the inductee in his/her professional adaptation to the Dublin School System. This type of assistance is in many ways the most helpful overall.

HELP IN MANY AREAS

The mentor should meet informally with the inductee at appropriate times deemed necessary by both parties. There are so many "nuts and bolts" the inductee needs to know, but doesn't. Even policies and procedures explained in the pre-service orientation often are forgotten in the excitement of the new school year. Mentors should make it a point to visit the inductees and be available, especially the first few days of school. Valid topics for discussion can be any needs the beginning teacher might have. Initially teachers are concerned with such day-to-day concerns as:

"Checklist for Mentors to Use with Inductees" (See Appendix C.)

. Taking attendance

. Understanding school discipline policies

. Acquiring supplies and materials

. Planning classroom instruction

. Coping with daily problems

. Understanding contracts and benefits(See "Checklist for Mentors To Use with Inductees" for a complete array of items of concern.)

WAYS OF PROVIDING ASSISTANCE

Mentors can directly assist their inductees by:

Make it a point to visit your inductee and generally be around, especially the first few days of school.

- Making time available on a regular basis to address the inductee's concerns and progress and to ensure interaction.
- Assisting the inductee's socialization to the school environment.
- Identifying resource people, e.g., the principal and staff/curriculum development specialists in the district.
- Helping the inductee organize and manage materials.
- Helping the inductee develop and maintain a record-keeping system.
- Helping the inductee develop a classroom management system.

Together, you need to set some priorities.

- Conferring with the inductee regarding effective ways to meet student learning objectives prescribed in the district graded courses of study.
- Helping the inductee diagnose students' learning styles and modify teaching strategies to meet all students' needs.
- Helping the inductee develop a discipline plan.
- Modeling skillful teaching strategies.

Pay attention to style. HOW you interact with your protege will largely determine your effectiveness.

- Observing the inductee and providing feedback to facilitate professional growth (coaching).
- Modeling and/or suggesting techniques for conferencing with parents.
- Bringing new methods, materials, and resources to the attention of the inductee and providing assistance in their implementation.
- Providing examples of unit plans.
- Encouraging the inductee's efforts to try his own ideas, teaching style, and classroom management plan.

"I sleep better at night because I do for others what I wish had been done to me!" (Keele and De La More-Schaefer, 1984)

- Helping the inductee identify specific teacher competencies which need improvement.
- Helping the inductee assess his skills, including skills that he already possesses.
- Acting as a confidante for the inductee to express personal/ professional concerns.
- Encouraging and supporting self-direction and autonomy.
- Responding to specific requests by the inductee.

Appendix E will also help mentors plan for the year.

BUILDING LEVEL ENTRY-YEAR PROGRAM

Building Steering Committee

The purpose of the Building-level Entry-Year Program is to coordinate building-level inservice goals and activities with district-wide programs. To accomplish this, each school building of the district will form an Building Entry-Year Steering Committee which shall be comprised of:

. The Building Principal, Chairperson

. One mentor (This person shall also be a member of the District Steering Committee).

. One inductee.

. Others as deemed appropriate by the building principal.

RESPONSIBILITIES

The responsibilities of the Entry-Year Program Building Steering Committee shall be:

Minimum of 3 sessions per semester.

. To plan a minimum of three sessions per semester. These sessions shall be no more than 1 1/2 hours in length.

October 15.

. To announce topics and schedule for building-level sessions to Assistant Superintendent for Curriculum and Instruction by October 15 of each school year.

DISTRICT-WIDE ENTRY-YEAR PROGRAM

The purpose of the District-Wide Entry-Year Program is to establish and maintain continuity and consistency of the Entry-Year program on a district level. To accomplish this, a District Entry-Year Steering Committee shall be formed and shall be comprised of:

- The Curriculum and Staff Development Coordinator, Chairperson.
- Three representatives from the Instructional Improvement Committee.
- One mentor from each Building Entry-Year Steering Committee.
- One elementary administrator
- One secondary administrator
- One Central Office administrator

What a group!

RESPONSIBILITIES

The responsibilities of the District Entry-Year Program Committee shall be:

- To assess the needs and expectations of mentors and inductees.
- To plan three to four district-wide sessions for inductees (and mentors and building administrators when appropriate). These sessions shall be no more than 1 1/2 hours in length.
- To announce topics and schedule for district-wide sessions to Assistant Superintendent for Curriculum and Instruction and building principals by August 31 of each school year.
- To evaluate the district-wide sessions and to report results to the Instructional Improvement Committee.

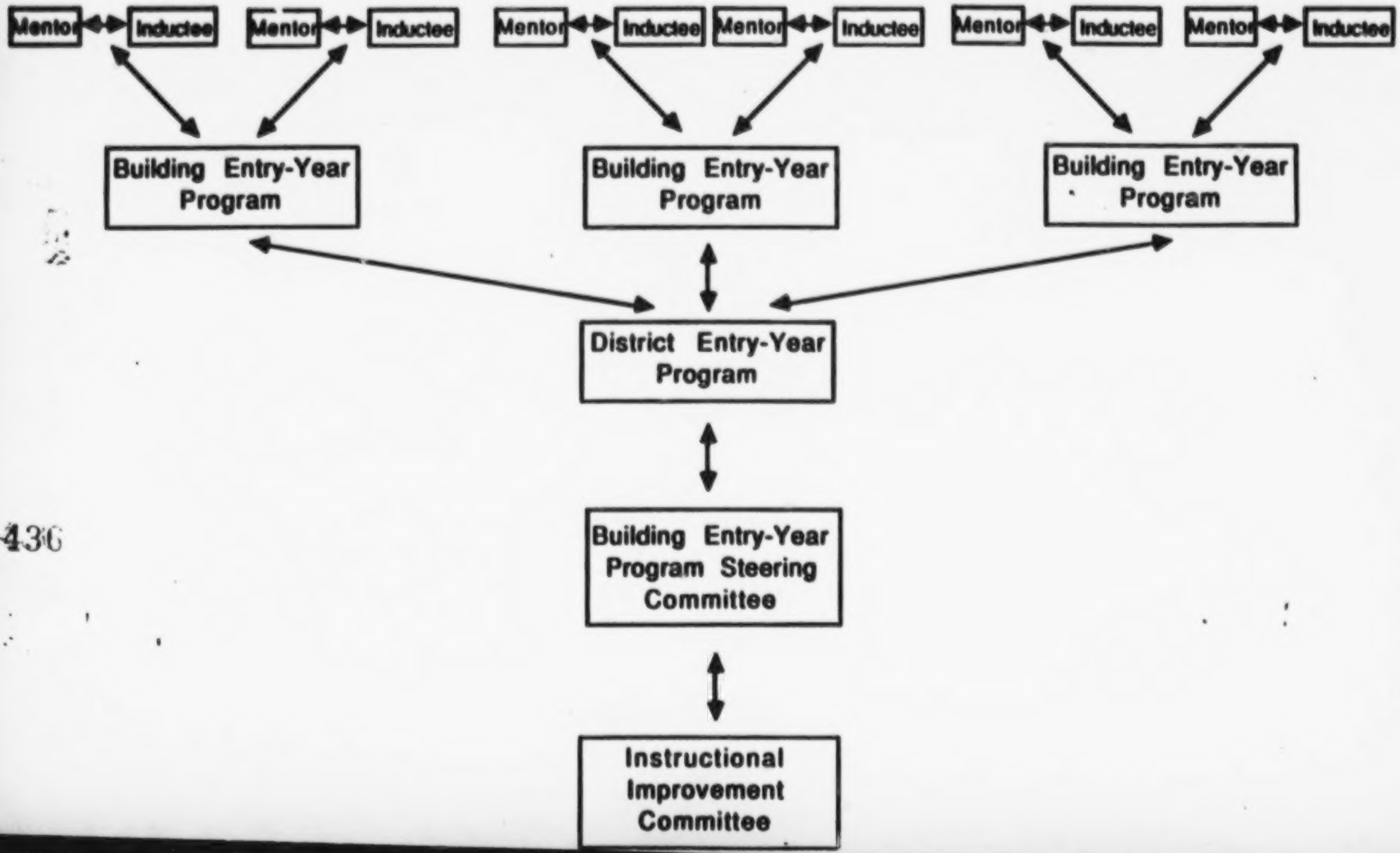
August 31.

IIC is at the core.

EVALUATION

The Instructional Improvement Committee(IIC) shall have broad responsibility over the operation, function, and evaluation of Dublin City Schools Entry-Year Program. IIC shall also review and update the Entry-Year Program annually.

DUBLIN CITY SCHOOLS ENTRY-YEAR PROGRAM


Mentor
Inductee
Mentor
Inductee
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Inductee
Mentor
Inductee
Building Entry-Year Program
Building Entry-Year Program
Building Entry-Year Program
District Entry-Year Program
Building Entry-Year Program Steering Committee
Instructional Improvement Committee

APPENDIX A

MENTOR VOLUNTEER APPLICATION

The purpose of thie Dublin City Schools Entry-Year Program is to facilitate the orientation of new/tranferring/returning teachers to the district. Obviously the success of this program depends upon the cooperation of the experienced, professional teachers who volunteer to serve as mentors. By meeting informally with the "new" staff member and attending periodic inservice sessions, the mentor will be able to provide collegial support for the new staff person.

If you would like to help your fellow teachers become acclamated to our fine school system and their professional duties, please sign the form below and return it to your building principal.

- -

I would be willing to serve as a mentor for the ______________ school year.

____
Signature

APPENDIX B

PRINCIPAL'S REPORT OF MENTOR/INDUCTEE PAIRINGS

Principal______________________________ Building___________________________

Mentor	Grade/Subject	Inductee	Grade/subject

Name of Mentor to serve on District Program Committee:______________________

Please return this form to the Curriculum and Staff Development Coordinator as soon as possible after Mentor/Inductee pairings have been determined. (You may submit more than one form).

APPENDIX C

CHECKLIST FOR MENTORS TO USE WITH INDUCTEES

PUPILS AND COMMUNITY

_____ Inductee has general information about cultural, educational, economic condition of the community.

_____ 'Inductee has toured district.

SCHOOL POLICIES, PROCEDURES AND ROUTINES

_____ Inductee is aware of salary and pay dates.

_____ Inductee is aware of benefits: hospitalization, disability, STRS.

_____ Inductee is aware of sick/personal leave policy and procedure.

_____ Inductee is aware of phone number and time to call in sick.

_____ Inductee is aware of building/district policies on student discipline.

_____ Inductee is aware of attendance reporting procedures.

_____ Inductee is aware of building policy on homework.

_____ Inductee is aware of how to complete First Week reports.

_____ Inductee is aware of fire/tornado drill procedures.

_____ Inductee is aware of how to respond to student illness or injury.

_____ Inductee is aware of how to take lunch count.

_____ Inductee is aware of teacher evaluation procedures.

_____ Inductee is aware of how to complete grade sheets.

_____ Inductee is aware of interim report procedures.

_____ Inductee is aware of grade scale and grading procedures.

_____ Inductee is aware of telephone call procedures.

_____ Inductee is aware of grade level/building projects (expectations.)

_____ Inductee is aware of professional meeting/conference attendance procedures.

_____ Inductee is aware of addresses and phone numbers of district offices.

_____ Inductee is aware of guidance services provided.

_____ Inductee is aware of various records kept and forms used by the district.

SCHOOL POLICIES, PROCEDURES AND ROUTINES (continued)

_____ Inductee is aware of health services provided.

_____ Inductee is aware of pupil services provided by the district, e.g., Enrichment, Special Education, etc.

_____ Inductee is aware of fee waiver for university courses procedure.

_____ Inductee is aware of staff relations in the building.

_____ Inductee is aware of check out procedures used at the end of the year.

COURSES OF STUDY, CRE, LESSON PLANS

_____ Inductee has courses of study and is aware of their purpose.

_____ Inductee is aware of CRE testing program.

_____ Inductee has lesson plan book and knows requirements for lesson planning.

_____ Inductee is aware of Interdisciplinary Planning Procedures/Units (Middle School).

_____ Inductee is aware of webbing procedures (Middle School).

SCHOOL BUILDING

_____ Inductee has toured building:

    _____ classrooms
    _____ principal's office
    _____ supply rooms
    _____ work rooms
    _____ nurse's office
    _____ guidance office
    _____ lunch area and procedures
    _____ teacher's lounge
    _____ rest rooms
    _____ teacher parking
    _____ teacher lockable space
    _____ library/media room

APPENDIX D

MENTOR/INDUCTEE CONFERENCE REPORT

A Mentor/Inductee should jointly complete one conference form at least once monthly. A minimum of 8 forms should be submitted by each pair, though more are welcome. Report form shall remain confidential and shall not be used for any purpose other than documenting the interaction of a mentor inductee pair.

COMPLETED REPORTS SHOULD BE SUBMITTED TO THE CURRICULUM AND STAFF DEVELOPMENT COORDINATOR UPON COMPLETION AND SHARED WITH BUILDING PRINCIPALS.

Form Number: ____

Topic we discussed was:

As an inductee, my concern was:

As a mentor, my advice was:

The plan of action we decided to take was:

Inductee: ____________________

Mentor: ____________________

Date: ____________________

Deadlines

#1 Sept. 30	#5 Jan. 31
#2 Oct. 31	#6 Feb. 28
#3 Nov. 30	#7 Mar. 31
#4 Dec. 15	#8 Apr. 30

98.
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APPENDIX E

AUGUST

MENTOR ACTIVITIES AND IDEAS

Meet, welcome your inductee

- Welcome inductee in a telephone call prior to school.
- Take inductee on tour of building.
- Introduce inductee to other staff.

Work on developing the relationship.

- Have coffee or lunch away from the building.
- Attend opening social activities together.

Communicate with the principal.

- Establish a system for ongoing communication.

NOTES:

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SEPTEMBER

MENTOR ACTIVITIES AND IDEAS

Informal Meetings

- "Drop in" to touch base.
- Share experiences.
- Write an occasional note acknowledging or supporting activities and success.
- Meet informally.

Conferencing Suggestions

- Keeping gradebooks.
- Maintaining student discipline.
- Managing classroom instruction.
- Obtaining supplies.
- Identifying school policies, procedures.
- Discussing homework, make-up work policies.
- Maximizing academic learning time.
- Preparing for parent conferences, contact.

Socialization of inductee into school.

- Discuss school norms, social traditions.
- Show where to find supplies, materials, etc.
- Review standard operating procedures.

Communication with principal.

Work on relationship with inductee.

NOTES:

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OCTOBER

MENTOR ACTIVITIES AND IDEAS

Informal Discussions

- Continue to share events and happenings of the day.

Conference Suggestions

- Review parent conferencing, contacts.
- Report cards.
- Classroom management.
- Discipline.
- Managing instructional tasks, time management.
- Audio-visual materials.
- Student motivation and feedback.

Share resources for professional development opportunities.

- University, college courses.
- District staff development programs.

Communicate with principal.

NOTES:

NOVEMBER

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Parent conferences, communications.
- Providing feedback to students.
- Curriculum resources, materials.
- Arranging for substitute teachers.

Continue discussions about professional development opportunities.

Communicate with principal.

NOTES:

DECEMBER

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- School traditions, district policies regarding holiday events and activities.

Informal communications

- Short, written notes of reinforcement and support.

Communicate with principal.

NOTES:

JANUARY

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- School, classroom procedures for ending and beginning semester.
- Report cards and grading.
- Curriculum resources.
- Promoting positive relationships among students and teachers.

Review first term's experiences

- Discuss highlights.
- Evaluate growth experiences.

Celebrate completion of first term

- Plan visible recognition.

Continue informal communications.

Communicate with principal.

NOTES:

FEBRUARY

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Plan activities for second semester.
- Review and discuss district office staff roles, departments, and support services.
- Share literature, research readings, professional journals.
- Use of community resources, e.g., guest speakers, field trips.

Continue informal communication.

Ongoing communications with building principals.

NOTES:

MARCH

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Inductee concerns, needs.
- Professional Organizations.

Inductee observation of other teachers.

Informal communications, contact.

Communicate with principal.

NOTES:

APRIL

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Career planning and development.
- Testing and evaluation services.
- Begin discussing bringing the year to a close.

Informal contact.

Communicate with principal.

NOTES:

451

MAY

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Procedures for ending/beginning the year.

Continue informal contact.

Build and reinforce peer relationships.

Celebration of completing first year of teaching in Dublin.

- Awards or certificates signed by superintendent.
- Recognition banquet for mentors and inductees.

NOTES:

JUNE

MENTOR ACTIVITIES AND IDEAS

Conference Suggestions

- Concerns of inductee.
- Review of Year's events.

Continue recognition of inductee and of the Entry-Year Program.

NOTES:

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APPENDIX B-1

Conference Report Form

FORM #1

CONFERENCE REPORT FORM

Inductee ____________________ Name ____________________

Mentor ____________________ District ____________________

1. What problem or concern did you discuss?

2. What strategies were proposed for resolving the problem/concern?

3. What were your general reactions to the conference?

FORM #2

PROBLEM ANALYSIS

Forces for resolving. . .	Forces against resolving. . .

APPENDIX B-2

Classroom Rating Scales and Narrative Records

CLASSROOM RATING SCALES

Teacher ____________________ School ________________ Date __________ AM PM

Number of Students __________ Observer ________________________________

1. Instructional Management

[illegible] considerable moderate some none

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Materials are ready

5 4 3 2 1 c. Clear directions for assignments

5 4 3 2 1 d. Assignments for different students

5 4 3 2 1 e. Provides or seeks rationales/analysis

5 4 3 2 1 f. Appropriate pacing of lesson

5 4 3 2 1 g. Clear explanations and presentations

5 4 3 2 1 h. Monitors student understanding

5 4 3 2 1 i. Clear work standards

5 4 3 2 1 j. Consistently enforces work standards

2. Rules and Procedures

5 4 3 2 1 a. Appropriate general procedures

5 4 3 2 1 b. Efficient small group procedures

5 4 3 2 1 c. Suitable routines for assigning, checking, and collecting work

3. Meeting Student Concerns

5 4 3 2 1 a. Attention spans considered in lessons

5 4 3 2 1 b. Degree of student success

5 4 3 2 1 c. Activities related to students backgrounds and interests

4. Managing Pupil Behavior

5 4 3 2 1 a. Rewards appropriat performance

5 4 3 2 1 b. Consistency in managing behavior

5 4 3 2 1 c. Effective monitorir

5 4 3 2 1 d. Efficient transitic between activities

5. Student Misbehavior

5 4 3 2 1 a.*Disruptive pupil behavior

5 4 3 2 1 b.*Inappropriate pupil behavior

(*5 = A lot, 1 = None)

NARRATIVE NOTES

Teacher ______ School ______ Subject ______ Grade Level/ Period ______ Observer ______

Date ______ #Students present ______ Page ____ of ____

START: TIME:

Beg.	End	
		1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
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		19.
		20.
		21.
		22.
		23.
		24.
		25.

Student Engagement

Time: ______

No. of Students ______

Total: ______

Def. On-task: ______

Prob. On-task: ______

Off-task: ______

Dead time:

Student Engagement

Time: ______

No. of Students ______

Total: ______

Def. On-task: ______

Prob. On-task: ______

Off-task: ______

Dead time:

APPENDIX B-3

Leader Behavior Description Questionnaire (LBDQ) -Form XII

Appendix B

THE FRANKLIN COUNTY/OSU INDUCTION PROJECT

The survey (Leader Behavior Description Questionnaire-Form XII) which you are being asked to respond to is a part of the total induction project that you have participated in this past school year. It is to be answered from your particular perspective--mentor, inductee, or administrator/teacher leader. It is imperative that you note this on your questionnaire. No names are to be placed on the survey as your anonymity is guaranteed.

You should answer each question by placing a circle around the letter provided on the survey which you feel best describes the perceived characteristics of an effective mentor.

After completion, the survey should be placed in the provided envelope. The survey will be picked up from you personally on the third school day after receiving it. The survey can be completed with relative ease in twenty minutes. You should feel free to take more time if needed.

Your serious attention to this survey is greatly appreciated.

THANK YOU

. LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group,*" as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "*members,*" refers to all the people in the unit of organization that is supervised by the person being described.

Published by

College of Administrative Science
The Ohio State University
Columbus, Ohio

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

e. MARK your answers as shown in the examples below.

Example: Often acts as described .... A [✓ B] C D E

Example: Never acts as described .... A B C D [✓ E]

Example: Occasionally acts as described .... A B [✓ C] D E

---

1. Acts as the spokesperson of the group .... A B C D E
2. Waits patiently for the results of a decision .... A B C D E
3. Makes pep talks to stimulate the group .... A B C D E
4. Lets group members know what is expected of them .... A B C D E
5. Allows the members complete freedom in their work .... A B C D E
6. Is hesitant about taking initiative in the group .... A B C D E
7. Is friendly and approachable .... A B C D E
8. Encourages overtime work .... A B C D E
9. Makes accurate decisions .... A B C D E
10. Gets along well with the people above him/her .... A B C D E
11. Publicizes the activities of the group .... A B C D E
12. Becomes anxious when he/she cannot find out what is coming next .... A B C D E

13. His/her arguments are convincing .... A B C D E
14. Encourages the use of uniform procedures .... A B C D E
15. Permits the members to use their own judgment in solving problems ... A B C D E
16. Fails to take necessary action .... A B C D E
17. Does little things to make it pleasant to be a member of the group ..... A B C D E
18. Stresses being ahead of competing groups .... A B C D E
19. Keeps the group working together as a team .... A B C D E
20. Keeps the group in good standing with higher authority .... A B C D E
21. Speaks as the representative of the group .... A B C D E
22. Accepts defeat in stride .... A B C D E
23. Argues persuasively for his/her point of view .... A B C D E
24. Tries out his/her ideas in the group .... A B C D E
25. Encourages initiative in the group members .... A B C D E
26. Lets other persons take away his/her leadership in the group .... A B C D E
27. Puts suggestions made by the group into operation .... A B C D E
28. Needles members for greater effort .... A B C D E
29. Seems able to predict what is coming next .... A B C D E
30. Is working hard for a promotion .... A B C D E
31. Speaks for the group when visitors are present .... A B C D E
32. Accepts delays without becoming upset .... A B C D E
33. Is a very persuasive talker .... A B C D E
34. Makes his/her attitudes clear to the group .... A B C D E
35. Lets the members do their work the way they think best .... A B C D E
36. Lets some members take advantage of him/her .... A B C D E

37. Treats all group members as his/her equals .... A B C D E

38. Keeps the work moving at a rapid pace .... A B C D E

39. Settles conflicts when they occur in the group .... A B C D E

40. His/her superiors act favorably on most of his/her suggestions......... A B C D E

41. Represents the group at outside meetings .... A B C D E

42. Becomes anxious when waiting for new developments................ A B C D E

43. Is very skillful in an argument .... A B C D E

44. Decides what shall be done and how it shall be done .... A B C D E

45. Assigns a task, then lets the members handle it .... A B C D E

46. Is the leader of the group in name only .... A B C D E

47. Gives advance notice of changes .... A B C D E

48. Pushes for increased production .... A B C D E

49. Things usually turn out as he/she predicts .... A B C D E

50. Enjoys the privileges of his/her position............................. A B C D E

51. Handles complex problems efficiently .... A B C D E

52. Is able to tolerate postponement and uncertainty..................... A B C D E

53. Is not a very convincing talker...................................... A B C D E

54. Assigns group members to particular tasks .... A B C D E

55. Turns the members loose on a job, and lets them go to it .... A B C D E

56. Backs down when he/she ought to stand firm......................... A B C D E

57. Keeps to himself/herself.. A B C D E

58. Asks the members to work harder................................... A B C D E

59. Is accurate in predicting the trend of events .... A B C D E

60. Gets his/her superiors to act for the welfare of the group members ..... A B C D E

61. Gets swamped by details .... A B C D E

62. Can wait just so long, then blows up .... A B C D E

63. Speaks from a strong inner conviction .... A B C D E

64. Makes sure that his/her part in the group is understood
by the group members .... A B C D E

65. Is reluctant to allow the members any freedom of action .... A B C D E

66. Lets some members have authority that he/she should keep .... A B C D E

67. Looks out for the personal welfare of group members .... A B C D E

68. Permits the members to take it easy in their work .... A B C D E

69. Sees to it that the work of the group is coordinated .... A B C D E

70. His/her word carries weight with superiors .... A B C D E

71. Gets things all tangled up .... A B C D E

72. Remains calm when uncertain about coming events .... A B C D E

73. Is an inspiring talker .... A B C D E

74. Schedules the work to be done .... A B C D E

75. Allows the group a high degree of initiative .... A B C D E

76. Takes full charge when emergencies arise .... A B C D E

77. Is willing to make changes .... A B C D E

78. Drives hard when there is a job to be done .... A B C D E

79. Helps group members settle their differences .... A B C D E

80. Gets what he/she asks for from his/her superiors .... A B C D E

81. Can reduce a madhouse to system and order .... A B C D E

82. Is able to delay action until the proper time occurs .... A B C D E

83. Persuades others that his/her ideas are to their advantage .... A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

84. Maintains definite standards of performance .... A B C D E

85. Trusts members to exercise good judgment .... A B C D E

86. Overcomes attempts made to challenge his/her leadership .... A B C D E

87. Refuses to explain his/her actions .... A B C D E

88. Urges the group to beat its previous record .... A B C D E

89. Anticipates problems and plans for them .... A B C D E

90. Is working his/her way to the top .... A B C D E

91. Gets confused when too many demands are made of him/her .... A B C D E

92. Worries about the outcome of any new procedure .... A B C D E

93. Can inspire enthusiasm for a project .... A B C D E

94. Asks that group members follow standard rules and regulations .... A B C D E

95. Permits the group to set its own pace .... A B C D E

96. Is easily recognized as the leader of the group .... A B C D E

97. Acts without consulting the group .... A B C D E

98. Keeps the group working up to capacity .... A B C D E

99. Maintains a closely knit group .... A B C D E

100. Maintains cordial relations with superiors .... A B C D E

APPENDIX B-4

Teacher Leader Guidebook

THE TEACHER/LEADER GUIDEBOOK

Part One:

Teaching: An Ecological Perspective

Written and Edited By:
Jim Rowley
Ohio State University

First Draft

TEACHING: AN ECOLOGICAL PERSPECTIVE

Introduction

The following series of activities have been designed to help a professional development team look at, experiment with, and reflect on the teaching and learning environments as they exist at the school district and school building levels. Because these environments and the forces that influence them are so complex and dynamic in nature, an ecological perspective will be taken. What does it mean to approach teaching and learning from an ecological perspective? The answer to this important, introductory question can be found by taking a brief look at the science of ecology and the world view of the ecologist.

First, and perhaps most importantly, the ecologist views the world from a holistic perspective that acknowledges the reality and mystery of interconnectedness. The following poetry (author unknown) is often quoted by two famous American ecologists and brothers, Drs. Frank and John Craighead:

> All things by almighty power
> near and far,
> hiddenly to each other
> connected are.
>
> But thou cannot stir a flower
> without the troubling of a star.

These few words capture well the spirit of the ecologist who recognizes that the world is complex, perhaps beyond our ability to understand it, yet accepts the challenge of trying to identify and interpret the "hidden connections." Knowing that there are far more mysteries in the universe than facts, the ecologist views life with a sense of wonder and curiosity. Relationships between and among living things and their physical environment are events not to be judged, but understood. Simply put, ecologists are perennially in search of meaning. While they care a great deal about how, where and when natural phenomenon occur, they care far more about WHY.

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While the evolutionary history of the word ecology is an interesting one, it is a story for another time. The current meaning of the word is of importance here and can be directly connected to the preeminent American ecologist Eugene Oaum who, in 1962, suggested that ecology be defined as the study of the structure and function of nature.

Ecologists study the structure and function of natural systems (ecosystems) that vary in size and complexity. To talk then about the ecology of the school, is to talk about the structural and functional components that collectively make up an educational system. A team of ecologists are often interested in a large ecosystem like Lake Superior and the smaller ecosystems like the French and Temperence Rivers which are connected to it. In a similar way, the following activities will encourage you to examine the structural and functional realities of a larger system, namely your school district, as well as a smaller system, namely your school, which effects and is effected by the larger system.

After engaging in the activities that follow, it is hoped that you will have acquired an expanded appreciation for the complexity of educational systems and acquired new insights into the "hidden connections" of educational ecology. Hopefully, you will also discover that you possess a deeper understanding of the ways in which your own school district and building are organized and function.

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THE TEACHER/LEADER GUIDEBOOK

Part Two:

Building the Professional Development Team

Written and Edited By:

Jim Rowley

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First Draft

BUILDING THE PROFESSIONAL DEVELOPMENT TEAM

Introduction:

This section of the Teacher/Leader Guidebook is all about interpersonal relationships and how they can be built, strengthened and maintained over time. The readings and activities that follow have been designed to help a professional development team come to a fuller understanding of the importance of interpersonal skills and the specific ways in which those skills can contribute to more productive, satisfying and meaningful relationships.

It is important in these opening remarks to draw attention to the reference in the previous paragraph to the term "interpersonal skills." Where do they come from? What are these skills? First, we know that interpersonal skills are "learned behaviors." They can be taught, and with practice and thoughtful use, improved. This is an important understanding, for it suggests that wherever we are in our interpersonal skill development, we can improve. We can become "smarter" about the ways in which we relate to and interact with other human beings.

What are these interpersonal skills? In one respect, it is impossible to answer this question, for the number of specific skills and behaviors that relate to interpersonal relations defy complete identification and description. However, it is generally agreed that these skills can be classified into some general categories. To help you remember the most important skill areas, the acronym P.A.C.T.S. will be employed in this section of the Guidebook:

P for Personal conflict resolution

A for Accepting of oneself and others

C for Communication

T for Trusting

S for Self-Disclosure

Each of these five areas of interpersonal skill development will be addressed in the following pages.

Background readings will be provided and activities suggested. However, before you begin, you may want to give some thought to the nature of human relationships and how they develop. Two thoughts for your consideration follow:

1. In the most straight-forward terms, relationships among human beings are incredibly complex and develop over _time_ and in a specific _space_. These concepts of time and space are powerful indeed and cannot be ignored. Consequently, the readings and activites that follow can be nothing more than devices or tools for you to employ. They do not represent a scientific formula or cookbook recipe for creating the "good relationship." Some of the activites will not "feel" right to you at a particular time or in a particular space, and you may consequently choose not to use them. However, what some of them can, and hopefully will be, are windows to see through.

2. Relationships between human beings are developmental in nature and defy predictability. The reality is that some relationships, despite the efforts of one or both parties never develop, never progress beyond a certain stage. They become arrested for whatever reasons, and sometimes stagnate and die. However, with patience and commitment, many relationships develop and grow in ways that stimulate and enrich the lives of those involved. On the following page, you will find one conception of the various stages of an interpersonal relationship. As time goes by, you may want to refer back to this chart as a way of assessing where your relationship has been, is, and hopefully is going.

As a final thought, the word PACT is a powerful one for helping us think about the characteristics of the good interpersonal relationship. In its simplest definition, it means an agreement between two parties. In a more complex way it means a covenant or compact. However, what is more important and interesting is its Latin origin in the word pax, which of course means peace.

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THE TEACHER/LEADER GUIDEBOOK

Part Three:

Looking & Learning:
Promoting Professional Development
Through Observation & Supervision

Written and Edited By:

Jim Rowley

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The material in this packet is intended for sale only to students in ED P&L 870, Spring Quarter, 1988

LOOKING & LEARNING

PROMOTING PROFESSIONAL
DEVELOPMENT THROUGH
OBSERVATION. & SUPERVISION

Introduction:

Part Three of the Teacher Leader Guidebook is concerned with helping a professional development team come to a fullwr understanding of observation and supervision and how those professional practices can contribute to an expanded understanding of classroom processes. In addition, it is hoped that the readings and activities that follow will encourage teachers and teacher leaders alike to think about how the use of specific observation and supervisory skills might be used not only to promote professional growth but to enrich professional relationships as well.

For most veteran teachers, the words supervision and observation have specifc meanings that are largely the product of their personal experience. In many cases, the words are immediately related to a third word, evaluation. To be observed often means to be visited by one's supervisor, usually the principal, for the purpose of collecting information that can be used in writing an annual performance appraisal report. In a simialr way, to be supervised often means to be observed one to three times a year as part of the state or district mandated teacher evaluation process.

Because of the prevalence of such conceptions of supervision and observation and their often unavoidable association with evaluation, it is often difficult for teachers to recognize that there are alternative ways of conceiving of and practicing supervision and observation. Ways, in fact, that can have very different orientations and very different effects. This is not to suggest that traditional practice is without merit. What is suggested is that the practice of supervision and observation can be means used toward the accomplishment of a diversity of ends.

The creation of new roles for teachers such as are implied by titles like master teacher, mentor teacher, or lead teacher represent a significant change in the nature of the teaching profession. Implicit in such change is a willingness to experiment with and explore new possibilities. Such change, however, if it is to be significant and lasting, must do more than create opportunities for a small percentage of teachers to assume additional responsibility and earn additional compensation. In the final analysis, a difference must be made. If that difference is to take the form of improved instruction or improved student performance something in the current formula must change. It will likely do little good to practice more of the same. Consequently, new practice must accompany new titles.

Mary Anne Raywid (1984) has suggested that truly excellent schools are characterized, in part, by having teachers who possess a strong sense of self-efficacy that is complimented by a spirit of collegiality. Perhaps one of the most significant questions that will be asked about the current attempts to create new leadership roles for teachers relates to whether these new leaders will be able to promote such qualities through the practice of supervision and observation. If the answer is to be yes, these traditional practices will have to be carefully re-examined. Hopefully, the following readings and activities will not only contribute to such a re-examination but will also encourage you to experiment with some of the specific ideas presented.

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THE TEACHER/LEADER GUIDEBOOK

Part Four

Reflective Thinking:

Developing a Critical Orientation

Written and Edited By:

Jim Rowley

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First Draft

REFLECTIVE THINKING:

DEVELOPING A CRITICAL ORIENTATION

Introduction:

The final section of the Teacher/Leader Guidebook is concerned with the process of reflection and is dedicated to helping teachers and teacher leaders alike explore a variety of methods that can help promote the development of what Donald Schon has called the "reflective practitioner."

What does it mean to be a reflective? Simply stated, to be reflective means to engage in the process of serious thought, or stated in another way, to carefully deliberate on a question, issue or problem. Going beyond this simple definition, are attempts to describe the kinds of thinking processes and sequences associated with the act of reflection. Perhaps the most enduring work of this kind is John Dewey's description of the process he chose to call "reflective thinking." In How We Think (1933) Dewey suggested that the act of thinking reflectively involves two distinct phases. Phase One is a state of doubt or perplexity that causes a person to hesitate for a moment and recognize that he or she is experiencing what later day writers have referred to as "cognitive dissonance." Phase Two involves responding to the felt difficulty by engaging in the act of searching for the insight and understanding that can resolve the doubt.

Because teaching and learning are such deeply personal and highly complex processes, teachers often find themselves in "phase one" states of being. What is critically important is the nature of the response. Unfortunately, for many teachers, the response is not based on careful consideration of their personal belief system or on an attempt to critically search for the evidence necessary to make a reasoned decision. Many explanations for this lack of reflective thinking among teachers can be and have been advanced. Certainly, one of the most persuasive deals with the environment in which teachers work and the nature of the relationships that exist in that environment. In many respects, neither promote or support reflection.

Today, as the educational community re-examines the world of school there is a growing recognition of the fact that teachers need to have, and in fact are empowered by, a sense of autonomy in their work, by a feeling that they are in control of the teaching and learning process. Perhaps the the greatest value of reflective thinking is that it can help promote such a sense of control over one's personal and professional life.

In How We Think, Dewey argued that two attitudes are necessary to support reflective thinking. He identified those two attitudes as being "open-mindedness and whole-heartedness." Open-mindedness involves a willingness to consider alternative viewpoints and ideas and to recognize the possibility of error in even our most closely held beliefs. Whole-heartedness, as defined by Dewey, is to "engage the mind in the process of thinking in such a way as it is devoted to the subject at hand in a complete and undisturbed manner."

The readings and activities that follow are designed to lead to a fuller understanding of the nature, process and power of reflection. They include a variety of methods and tools that can help a professional development team explore the world of teaching and learning. Hopefully, they will also help promote the kind of open-mindedness and whole-heartedness of which John Dewey wrote.

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APPENDIX B-5

Teacher Leader Knowledge Test

THE TEACHER LEADER KNOWLEDGE TEST

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1. A mentor teacher interested in helping a beginning teacher develop an inquiring disposition toward his/her professional practice would be most likely to:

a) recommend that the beginning teacher practice a variety of teaching methods

b) stress how important it is for the beginning teacher to have a positive role model

c) provide the beginning teacher with a variety of thoughtful readings about teaching

d) encourage the beginning teacher to collect and analyze data about life in his/her classroom

2. Which of the following is not an assumption of cognitive development theory?

a) All humans process experience through cognitive structures called stages.

b) Cognitive development is primarily the product of a person's native intelligence.

c) Behavior can be predicted by an individual's level of cognitive development. Predictions are not, however, exact.

d) Age and life experience are related to one's cognitive development.

3. According to research on classroom management, effective classroom managers are likely to practice all of the following technically defined behaviors except

a) filtering

b) overlapping

c) smoothness

d) withitness

7. Which of the following generalizations is least supported by summaries of process-product research aimed at identifying effective teaching practices?

a) Students tend to learn more when their teachers relate new material to be learned to what they already know.

b) Students tend to learn more when they spend more time engaged in appropriate academic tasks.

c) Students tend to learn more when their teachers create a warm and caring classroom environment.

d) Students tend to learn more when their teachers make clear and precise presentations.

8. In a helping relationship, which of the following factors does Carl Roger's suggest is the most critical in promoting the growth and development of the helpee?

a) the quality of information the helper possesses about the helpee's problem(s)

b) the quality of the relationship between helper and helpee

c) the professional training and counseling orientation of the helper

d) a disposition of the helpee toward personal growth and self-improvement

9. The research on developmental levels of concerns is supported by Maslow's hierarchy of needs. Consequently, which of the following would best describe the needs of beginning teachers:

a) cognitive needs: to know, understand and explore.

b) self actualization needs: to find self-fulfillment and realize one's potential.

c) belonginess and love needs: to affiliate with others, be accepted and belong.

d) esteem needs: to achieve, be competent and gain recognition.

13. Which of the following generalizations is best supported by the research findings on the "coaching" of teachers?

a) Teachers are often better providers of inservice training than administrators or hired consultants.

b) Supervisors who set high performance goals for teachers obtain better results than those who take a more laissez faire approach to supervision.

c) Teachers are more often motivated by their peers than by principals or central office administrators.

d) Teachers acquire and use inservice skills more readily when there is follow up into their own classrooms.

14. According to the Behavior Change Model espoused by Frances Fuller, which of the following methods would be least likely to promote significant behavioral change in beginning teachers.

a) helping them behave in ways consistent with their present belief system

b) helping them better understand the gap between their present behavior and their desired behavior

c) helping them develop a more realistic view of themselves

d) helping them develop a sense of control over their behavior

15. A critical theorist would be most likely to support which of the following statements about educational theory and practice?

a) Teachers should be required to demonstrate proficiency in performing the professional practices recommended by theory.

b) Educational theory as we now know it is much-to-do about nothing. What really matters are the personal theories of teachers.

c) If they are to contribute to meaningful change, teachers need to be concerned about the current conditions of schools that work to hinder such change.

d) Current educational theory must be criticized because it is largely phenomenological in nature.

19. Which of the following examples of supervisory practice could best be described as promoting technical competence?

a) A supervisor observes a teacher to record how the teacher is able to apply information she has recently acquired at an inservice session on "wait time."

b) A supervisor works to help a teacher become more aware of the personal beliefs that guide his professional practice.

c) A supervisor and a teacher collaboratively conduct a comprehensive case study of a single student.

d) A supervisor encourages a teacher to begin keeping a personal log of her classroom experiences.

20. Consider the following scenario: Beth is a beginning teacher working with a mentor teacher named Karen. Beth is very confused about a new math curriculum she is being asked to implement and has been trying to decide whether to share her frustration with Karen.

Based on the study of trust in interpersonal relationships, which of the following descriptions of Beth's thoughts and actions does not indicate that Beth is in a situation involving trust?

a) Beth knows that if she shares her problem with Karen she will be placing herself in a position of vulnerability.

b) Beth hopes that Karen will respond to her self-disclosure in an accepting and supporting way.

c) Beth realizes that she has nothing to lose and much to gain by sharing with Karen.

d) Beth feels relatively confident that Karen will respond in an understanding and nonjudgemental way and decides to share her problem.

24. Which of the following scenarios involving a beginning teacher named Mary and a mentor teacher named Sally serves as the best example of self-disclosure according to communication theory?

a) Mary tells Sally that one of her ninth grade student's father has died unexpectedly and she is anxious about how to relate to the student. Sally responds by sharing the story of how her father died when she was in high school.

b) The first time they meet, Mary tells Sally that she has just discovered that her husband is having an affair with another woman.

c) Sally is concerned about Mary's frequent mistakes in keeping attendance records but decides to put off confronting her until she resolves some of her personal problems at home.

d) After observing Mary badly mishandle a disruptive student, Sally tells Mary how she should have handled the situation.

25. The major barrier to effective communication is the tendency many people have to:

a) not practice good listening skills

b) talk without thinking

c) judge and evaluate the other person

d) talk too much

26. Which of the following provides the best explanation of why a mentor teacher might encourage a beginning teacher to conduct a force field analysis?

a) to help the teacher better understand his or her own behavior in a given situation

b) to gain greater insight on the external forces that work to shape one's actions in the classroom

c) to take an objective look at forces that are working for and against solving a specific problem

d) to inventory one's personal and/or professional strengths and weaknesses

30. According to research on the first year of teaching, which of the following is least likely to be a cause of the problems of beginning teachers?

a) working in an environment that typically does not promote collegiality and mutual support

b) being assigned to work under what are often times the most unwanted conditions of the workplace

c) a lack of preparation for the hidden demands that are often associated with being a teacher

d) a lack of confidence in their knowledge of subject matter

31. A supervisor employing practices recommended by the horizontal model of supervision would be least likely to use which of the following approaches to supervision?

a) critiquing a lesson by analyzing the relationship between a teacher's intentions and a teacher's performance in practice

b) encouraging a teacher to master a set of pedagogical competencies suggested by the research on effective teaching

c) asking a teacher to state the goals she has for a lesson before the lesson is observed

d) helping a teacher re-think his educational beliefs

32. Which of the following statements about the process-product research concerned with identifying effective teaching practices is not true?

a) The most common outcome measures have been student achievement and attitudes.

b) Most of the research has been conducted in suburban elementary schools.

c) Most of the research has been conducted using survey instrumentation.

d) Because of the nature of the research, findings are often limited to certain types of students and subject matter areas.

35. Consider the following scenario: You are a mentor teacher working with a teacher named Mike who has the following personal/professional profile: Mike is very achievement oriented and talks frequently of wanting to be the best teacher he can be. He repeatedly looks to you for advice on how he can become a "good teacher". He is 22 years old and is in his first year of teaching.

According to principles of Situational Leadership, which of the following behaviors would be most appropriate for you to employ in working with a beginning teacher like Mike?

a) Don't worry about the quality of your relationship with Mike. Tell him what he needs to do if he wants to be an effective teacher.

b) Delegate Mike the responsibility of determining his own plan for becoming a good teacher.

c) Focus on establishing a collegial relationship in which you and Mike can participate as equals in the planning of his professional development.

d) Establish a trusting relationship with Mike that will help him be open and responsive to your suggestions on how he can improve as a teacher.

36. The major goal of most models of Clinical Supervision is:

a) to help teachers improve classroom instruction

b) to provide expert curriculum support for classroom teachers

c) to provide a more humane and interactive method of evaluating the performance of classroom teachers

d) to provide classroom teachers with emotional support, encouragement, and reinforcement

37. Which of the following statements best describes a mixed message?

a) a message that contains multiple meanings

b) a message where emotion interferes with reason

c) a message containing a contradiction between verbal and nonverbal signals

d) a message that two people interpret differently

41. Which of the following behaviors would least likely be characteristic of a teacher engaged in an action research project?

a) implementing a classroom management system developed by university researchers

b) developing a hypothesis on what the effects might be if a new teaching strategy were to be employed

c) reflecting on one's professional practice

d) developing an observation instrument to collect data on some aspect of classroom life

42. According to summaries of process-product studies identifying effective teaching, which of the following would be recognized as the most important context variable?

a) the number of student in the class

b) the amount of time devoted to the academic curriculum

c) the physical environment of the classroom

d) the time of the day instruction is delivered

43. Employing Fuller's Behavior Change Model as a guide, which of the following would not be good advice for a mentor teacher who is interested in promoting change in beginning teachers?

a) Confront them with goals that you realistically think they can achieve.

b) Work toward fully disclosing to them your philosophy of teaching.

c) Try to experience their behavior as they would experience it themselves.

d) Confront them with realistic observations of their behavior even if it is likely to cause them to experience some pain or anxiety.

47. Which of the following does not demonstrate the application of Rogerian counseling theory to supervisory practice? Karen is a classroom teacher. Jim is her supervisor. They meet to discuss a class which Jim has just observed.

a) Jim tries to focus on how Karen is feeling. Periodically he tries to confirm that his perceptions are accurate.

b) Jim draws on his knowledge and experience to interpret Karen's behavior in a way that will provide Karen with new insights that are outside her life experience.

c) Jim tries to help Karen arrive at her own interpretations of her behavior.

d) Jim does not try to disguise his real feelings or reactions. Rather he strives for open and honest communication.

48. Which of the following provides the most accurate summary of the phases of the clinical supervision cycle?

a) planning conference, observation, feedback conference

b) goal setting, generation of alternative solutions, implementation, reflection

c) problem identification, problem diagnosis, selection of prescribed solution, treatment

d) observation, reflection, discussion

49. According to summaries of the research findings on the problems of beginning teachers, which of the following is least likely to be of concern to a beginning teacher?

a) maintaining classroom discipline

b) motivating students

c) employing the most effective instructional methods

d) dealing with individual student differences

53. The most important quality of Flander's Interaction Analysis Observation System is:

a) It provides teachers with information on the amount of verbal interaction they have with individual students in the classroom.

b) It helps teachers gain insight on whether they employ a direct or indirect style of teaching.

c) It enables teachers to better understand the ecology of their classroom.

d) It helps teachers become more aware of the type of nonverbal messages they employ in their teaching.

54. In which of the following situations would the preparing of an "anecdotal record" most likely be the appropriate observation tool to be employed?

a) When the supervisor and the teacher have focused on a specific teacher behavior they want to collect data on.

b) When the teacher asks the supervisor to make a record of the kinds of questions he asks during a class period.

c) When the teacher is not sure what she would like her supervisor to focus on during an observation.

d) When the supervisor is interested in providing the teacher with data on verbal interaction patterns in his classroom.

55. In which of the following situations would the use of a video tape recording most likely be the appropriate data collection method.

a) A mentor teacher is working with a beginning teacher who is interested in diagnosing her nonverbal behavior.

b) A beginning teacher asks his supervisor to help him collect observational data on a problem student.

c) A mentor teacher wants to help a beginning teacher gain a better understanding of the kinds of questions she asks.

d) A beginning teacher is interested in having his mentor collect data on his use of time in the classroom.

APPENDIX B-6

Professional Dispositions Inventory

THE TEACHER LEADER BELIEFS INVENTORY

There are no right or wrong answers to these statements. Rather, your response simply indicates the relative value you place on each item. Your response should indicate how you usually feel.

Your response to each statement can range from Not important at All to Very Inportant as follows:

1 = Not Important at All
2 = Of Little Importance
3 = Uncertain
4 = Of Some Importance
5 = Very Important

1. Having a fellow teacher help you plan a method for observing and recording some aspect of your teaching behavior. 1 2 3 4 5

2. Knowing that your classroom activities are related to the objectives stated in the learning outcomes for your subject area or grade level. 1 2 3 4 5

3. Helping a colleague analyze a videotape of his/her teaching. 1 2 3 4 5

4. Developing a more efficient method of managing student records (grades, absences, etc.). 1 2 3 4 5

5. Making it clear to students how you expect them to behave in your classroom. 1 2 3 4 5

6. Working with volunteer groups and/or service clubs to address important social issues in the community that effect the schools. 1 2 3 4 5

7. Writing an editorial to the local newspaper expressing your opinion on an educational issues that is being debated in your community. 1 2 3 4 5

8. Attending an inservice day workshop designed to help teachers better understand the research on cooperative learning. 1 2 3 4 5

9. Preparing daily lesson plans. 1 2 3 4 5

10. Feeling that you are accepted by your teaching colleagues. 1 2 3 4 5

1 = Not Important at All 2 = Of Little Importance 3 = Uncertain
4 = Of Some Importance 5 = Very Important

26. Helping a local college redesign its teacher education program. 1 2 3 4 5

27. Being a good classroom manager. 1 2 3 4 5

28. Being able to receive feedback on your teaching without becoming defensive or feeling hurt. 1 2 3 4 5

29. Knowing that your teaching abilities and strengths are recognized and valued by your supervisor. 1 2 3 4 5

30. Possessing good questioning skills. 1 2 3 4 5

31. Working with a group of colleagues to design a classroom research project. 1 2 3 4 5

32. Having a personal sense that your are continuing to grow in your professional life. 1 2 3 4 5

33. Keeping the appropriate administrator informed regarding the behavior of students who violate school rules. 1 2 3 4 5

34. Developing learning strategies and activities that will increase your students time on task. 1 2 3 4 5

35. Helping re-write the school district's philosophy of education. 1 2 3 4 5

36. Keeping a log or journal in which reflect on your life as a teacher. 1 2 3 4 5

37. Having the time to pursue a non-professional interest or hobby that you enjoy. 1 2 3 4 5

38. Participating in a teacher exchange program that would allow you to spend one year teaching in a school very different from the one in which you now teach. 1 2 3 4 5

39. Going to a nearby college to speak with education students about current issues and trends in the teaching profession. 1 2 3 4 5

40. Knowing that your supervisor wants you to be a success. 1 2 3 4 5

41. Knowing how to construct tests that fairly and accurately monitor student progress. 1 2 3 4 5

1 = Not Important at All 2 = Of Little Importance 3 = Uncertain
4 = Of Some Importance 5 = Very Important

57. Meeting periodically with teachers from other grade levels to discuss curriculum scope and sequence. 1 2 3 4 5

58. Being able to secure the supplies and materials necessary to support your teaching. 1 2 3 4 5

59. Observing a fellow teacher to gain new insights on different teaching styles and strategies. 1 2 3 4 5

60. Following the prescribed procedures for filling out student progress reports and grade cards. 1 2 3 4 5

61. Using student feedback instruments to help you better understand how students are reacting to your teaching stlye and methods. 1 2 3 4 5

62. Attending a lecture series on "at risk" students. 1 2 3 4 5

63. Working with administrators and/or guidance counselors to help resolve a problem you are having with one of your students. 1 2 3 4 5

64. Having a sense of pride about being a member of the teaching profession 1 2 3 4 5

APPENDIX B-7

Behaviorally Anchored Rating Scale (BARS)

Franklin County/OSU

Needs Assessment for

Beginning Teachers

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

a. Read each statement carefully.

b. Circle the responses most appropriate for a given time..

c. Note that there are two responses that pertain to each item. Make sure both responses are completed.

d. Please read the following example.

As a beginning teacher..........

This induction program is unnecessary and threatening to me	Between 1 & 3	This induction program seems to have potential for helping me	Between 3 & 5	This induction program is great and offers me a change for personal & professional growth & development
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

4. As a beginning teacher..........

My classroom discipline strategies do not seem to produce the results I anticipated	between 1 & 3	My classroom discipline strategies seem reasonably effective and comfortable for me to use	between 3 & 5	My classroom discipline strategies seem very effective & complement my teaching & personality style
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

5. As a beginning teacher..........

My textbooks and workbooks are not appropriate for the grade level I teach and are out-of-date	between 1 & 3	My textbooks and workbooks need some revisions	between 3 & 5	My textbooks & workbooks are carefully selected & appropriate for the grade level
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

6. As a beginning teacher..........

I am unfamiliar with a graded course	between 1 & 3	Graded courses of study are available to me somewhere in the building	between 3 & 5	Graded courses of study are used to plan my courses
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

7. As a beginning teacher..........

When dealing with individual differences I rarely consider them	between 1 & 3	When dealing with individual differences I help students after lectures	between 3 & 5	When dealing with individual differences I plan for the whole class while I help individuals
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

12. As a beginning teacher..........

When teaching I lecture the class each day & put some ideas on the board	between 1 & 3	When teaching I occasionally change routines so the class does not get bored	between 3 & 5	When teaching I do a variety of activities in small groups & as a class
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

13. As a beginning teacher..........

When discipling students I warn & threaten students frequently	between 1 & 3	When discipling students I follow through with my class rules when students misbehave	between 3 & 5	When disciplining students I follow through on the rules & explain the consequences for good & bad behavior
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

14. As a beginning teacher..........

I have discovered that my students do not seem to understand my lesson after I present it	between 1 & 3	I have discovered that my students seem interested but sometimes have difficulty in following my lesson	between 3 & 5	I have discovered that my students follow directions & work actively after my lesson
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

15. As a beginning teacher..........

I feel my students are noisy when working with each other	between 1 & 3	I feel my students are noisy but seem like they are working together	between 3 & 5	I feel my students work cooperatively and are well-behaved during group work
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

19. As a beginning teacher..........

In transferring from one class activity to the next is frequently confusing & noisy	between 1 & 3	In transferring from one class activity to the next is orderly but takes too long for my students to get ready	between 3 & 5	In transferring from one class activity to the next it runs smoothly & orderly
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

20. As a beginning teacher..........

When evaluating my students I feel unsure about how to judge their progress	between 1 & 3	When evaluating my students I administer many tests and quizzes	between 3 & 5	When evaluating my students I provide frequent feedback with comments on assignments and recently graded tests
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

21. As a beginning teacher..........

In the classroom I have difficulty getting students involved in classroom discussion	between 1 & 3	In the classroom I invite student responses during lecture	between 3 & 5	In the classroom I ask students to assist in planning how they will learn the curriculum content
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a beginning teacher, at this point in time is...

CATEGORIES FOR EACH QUESTION IN THE BEGINNING TEACHER INSTRUMENT

1. Planning Lessons
2. Knowledge of Instructional Resources and Materials
3. Motivating Students
4. Classroom Discipline Strategies
5. Insufficient Materials and Supplies
6. Knowledge of Instructional Resources and Materials
7. Dealing with Individual Differences
8. Inadequate Guidance and Support
9. Relations with Colleagues
10. Heavy Teaching Load
11. Parent Relationships
12. Motivating Students
13. Classroom Discipline/Rules
14. Planning Lessons
15. Classroom Discipline
16. Inadequate School Equipment
17. Dealing with Individual Differences
18. Principal and Administrator Relationships
19. Classroom Discipline Strategies
20. Assessing Students' Work
21. Motivating Students
22. Parent Relationships
23. Assessing Students' Work
24. Classroom Management Organization
25. Dealing with Individual Differences

Franklin County/OSU

Needs Assessment for

Mentor Teachers

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of
ogram director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and
adership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave.,
Columbus, Ohio 43210

NEEDS ASSESSMENT FOR MENTOR TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

1. As a mentor teacher..........

I have not as yet shared some of my instructional resources 1	between 1 & 3 2	I send the beginning teacher to the resource center for instructional ideas 3	between 3 & 5 4	I freely exchange materials & resources with the beginning teacher 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

2. As a mentor teacher..........

I have not talked about community & parent rapport with beginning teacher 1	between 1 & 3 2	I talk about the advantages of community rapport 3	between 3 & 5 4	I attend parent meetings or other community functions with the beginning teacher 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

3. As a mentor teacher..........

I encounter problems demonstrating routines to beginning teachers 1	between 1 & 3 2	I frequently ask whether the teacher has finished some specific clerical routine 3	between 3 & 5 4	I list routines and explain how I handle my clerical responsibilities 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

4. As a mentor teacher..........

I on occasion talk to the beginning teacher in the faculty lounge about teacher problems 1	between 1 & 3 2	I communicate regularly with the teacher after school about teacher problems 3	between 3 & 5 4	I assist new teachers in assessing their specific strengths & weaknesses by observing their class 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

9. As a mentor teacher..........

I tend to intimidate the beginning teacher when I am around	between 1 & 3	I am asked questions by the beginning teacher when they are confused or unsure	between 3 & 5	I feel the beginning teacher respects my opinions and shares experiences openly
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

10. As a mentor teacher..........

I've never understood the value of standardized tests and what they tell us	between 1 & 3	I have knowledge of several aptitude and achievement measures	between 3 & 5	I use tests as diagnostic indicators within my teaching and planning
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

11. As a mentor teacher..........

I know many classroom strategies for disciplining children that I share with the beginning teacher	between 1 & 3	I watch for disturbances in the beginning teacher's classroom so that I can help	between 3 & 5	I am aware of the policies and procedures of referring students to the principal
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

12. As a mentor teacher..........

My principal never trusts my judgment of the beginning teacher's ability	between 1 & 3	My principal offers me support and encouragement when necessary	between 3 & 5	My principal provides feedback on a regular basis regarding my efforts and provides support
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

17. As a mentor teacher..........

I seldom have time to plan individualized activities so students can work independently	between 1 & 3	I ask individual students to work together quietly until I can help	between 3 & 5	I plan and create learning centers that can be used by individual students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

18. As a mentor teacher..........

When I observe a beginning teacher's noisy, disorderly classroom I ignore it	between 1 & 3	I know that the beginning teacher has class rules for the class	between 3 & 5	I am pleased with the discipline practices and confidence the beginning teacher has with the students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

19. As a mentor teacher..........

I know the policy handbook needs to be revised so I do not refer to it	between 1 & 3	I remind the teacher to look at the policy handbook when rules are broken	between 3 & 5	I review the procedures described in the policy handbook with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

20. As a mentor teacher..........

I feel incapable of providing for the needs of special education students in my class	between 1 & 3	I understand the law regarding special education students	between 3 & 5	I work with the special education teacher to meet the needs of the special education students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

24. As a mentor teacher...........

I assume the beginning teacher knows several techniques for motivating students	between 1 & 3	I have suggested several references which describe techniques to use in motivating students	between 3 & 5	I am prepared to discuss and demonstrate several techniques for motivating students
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

25. As a mentor teacher..........

I lack the reference materials and supplies necessary to help the beginning teacher	between 1 & 3	I have a few personal reference materials and supplies I can share with the beginning teacher	between 3 & 5	I have adequate reference materials and supplies to share with the beginning teacher
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

APPENDIX B-8

Critical Event Form

FORM #3

The Critical Event Form

The use of the Critical Event Form is provided for you to formulate conclusions about the concerns or problems you may have as a mentor or beginning teacher.

Critical Events are the parts of professional experiences which have particular importance and meaning to you. Such events will frequently evoke feelings and thoughts which can be formulated into personal theories to guide actions in educational settings.

In reporting a Critical Event it is important to describe a specific event and to separate description from interpretations and conclusions.

Specifying an event. Focus on problems or concerns that occur within your experiences in the school setting either at the classroom, building, or district level. Decide the particular problems or concerns and the factors influencing them which are most pertinent to your feelings and thoughts.

Separating description from interpretations and conclusions.* Accounts of what happened in situations often contain a mixture of information and facts (low inference; description) and value statements, observer inferences and observer characterizations (high inference; judgments). The report form is divided into two sections. In the description section, statements should contain the observed circumstances and behaviors. In the judgment section, statements should contain your feelings, thoughts, and conclusions.

Provided below are some questions which may help to distinguish between description and judgment:

1) Does the description provide an adequate account of the relevant aspects of the educational situation?

2) Does the description contain specific, concrete illustrations of the relevant aspects of the educational situation?

3) Is the description free from statements of inference?

4) Is the description free from characterizations?

The judgment section should contain the following:

1) Statements of value attributed to the situation;

2) Inferences about the nature of the situation (overall meaning of the situation);

3) Statements of opinion and judgment.

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*Duncan, James K. and Jahnke, Jessica, J. (1980). Climate for Learning: Evaluation Component. Bloomington, IN: Phi Delta Kappa.

FORM #3

CRITICAL EVENT REPORT FORM

Name: ______________________________

Date: ______________________________

School District: ______________________________

Describe an event related to your concerns or problems as a teacher leader which had a significant impact on you. First, describe the factual circumstances and behaviors of the event. Second, state your feelings, thoughts, and conclusions resulting from the event.

Description of the Event	Judgment of the Event

Overall Conclusion

APPENDIX B-9

Action Research Projects and Guidelines

Topics and
Number of Teachers Per Study

Study #1

Fifth grade
Topic: Was what teacher perceived to be going on in the classroom the same as what students perceived to be going on?
Number of Teachers: 1

Study #2

Eighth grade
Topic: discipline; detention process
Number of Teachers: 2

Study #3

Second grade
Topic: discipline; classroom management
Number of Teachers: 2

Study #4

Fifth Grade
Topic: student ownership in selecting their own spelling words
Number of Teachers: 2

Study #5

Middle School
Topic: job description for counselors
Number of Teachers: 3

Study #6

Middle School
Topic: time management of duties and responsibilities of teachers
Number of Teachers: 2

Study #7

Sixth grade
Topic: interests and learnings of theme units in reading class
Number of Teachers: 2

Study #8

Middle School
Topic: analysis of clean-up procedures used in the science lab
Number of Teachers: 2

Study #9

Third grade and LD resource center
Topic: homework envelopes
Number of Teachers: 2

Study #10

Middle School
Topic: Comparison of attitudes of self-worth
Number of Teachers: 2

Study #11

K-5
Topic: Promoting the love of reading
Number of Teachers: 2

Study #12

Seventh grade
Topic: Learning Styles
Number of Teachers: 2

Study #13

Sixth and Eighth grades
Topic: Homework
Number of Teachers: 2

Study #14

First, third, speech therapist, LD, and high school biology
Topic: Television versus study time
Number of Teachers: 5

Study #15

LD tutor elementary
Topic: effective tutor and classroom teacher communication
Number of Teachers: 2

Study #16

Middle School
Topic: Checlist for regular teachers to give LD teachers
Number of Teachers: 2

Study #17

Ninth grade
Topic: establishing an intervention team for students at risk of failing
Number of Teachers: 5

Study #18

Kindergarten
Topic: diagnosing and correcting behavior
Number of Teachers: 1

Study #19

Seventh and eighth grades
Topic: Individual versus group work
Number of Teachers: 2

Study #20

First grade
Topic: creative writing program
Number of Teachers: 2

Study #21

Elementary
Topic: motivating child to complete work
Number of Teachers: 1

Study #22

Second grade
Topic: providing successful learning experiences for child to function socially in an accepted manner
Number of Teachers: 1

Study #23

Fifth Grade
Topic: time to implement creative writing
Number of Teachers: 2

Study #24

Sixth grade
Topic: how children feel about classroom activities
Number of Teachers: 3

Study #25

Middle School
Topic: computer and student writing
Number of Teachers: 2

Study #26

Sixth grade
Topic: student perception of cognitive intent of teacher lesson
Number of Teachers: 2

Study #27

Second grade
Topic: learning channel activities and their effects upon retention of spelling words
Number of Teachers: 4

Study #28

Elementary
Topic: rewarding appropriate behavior
Number of Teachers: Asbury Elementary (no teachers names given)

Study #29

LD middle school
Topic: reward system--behavior modification
Number of Teachers: 2

Study #30

Sixth, seventh, and eighth grades
Topic: motivating EMR students through reward systems
Number of Teachers: 2

Study #31

Sixth grade
Topic: classroom management; discipline procedures
Number of Teachers: 1

Study #32

Eighth grade
Topic: peer tutoring to improve behavior and academic achievement
Number of Teachers: 1

Study #33

Third grade
Topic: literature approach versus basal approach to reading
Number of Teachers: 2

Study #34

High School LD
Topic: Off-task behavior of one child in the regular classroom
Number of Teachers: 2

Study #35

Middle School
Topic: faculty relations and teacher morale
Number of Teachers: 3

Study #36

High school general and college preparation English classes
Topic: type of students taking college preparation courses
Number of Teachers: 2

Total number of teachers:

Elementary: 40 Middle: 38 High School: 10

Analysis of Action Research Projects
by Topic and Grade Level

N=37

Elementary N=15

Kindergarten:	diagnosing and correcting student behavior
First:	creative writing program
First, Third, Speech, LD:	television versus study time
Second grade:	discipline; classroom management
	providing atmosphere for child to function in a socially accepted self-direction
	learning channels and their effects upon short and long term retention
Third & LD:	homework
Third:	literature based approach to teaching reading versus basal
Fifth grade:	students understand teacher's objectives
	student ownership in selecting their own spelling words
	time for creative writing
LD tutor:	effective methods for LD tutor and classroom teacher communication
K-5:	promoting the love of reading
No grade:	motivating child to complete work rewarding appropriate behavior

Middle School N=18

Seventh & LD:	learning styles
Eighth grade:	discipline; detention process
	peer tutoring to improve behavior and academic achievement
Guidance counselor:	development of job description
Grade not listed:	time management of duties and responsibilities of teachers
	analysis of clean-up procedures used in the science laboratory
	attitudes of self-worth comparison between high, medium, and low functioning developmentally handicapped students
	impact of computer on student writing
Sixth:	interests and learnings of theme units in reading class
	how children think and feel about classroom activities
	students, observer understand cognitive intent of lesson presented by teacher
	classroom management; discipline procedures
Sixth & Eighth:	Homework
Learning Disabilities:	Checklist for regular classroom teachers to assist LD teacher in planning program

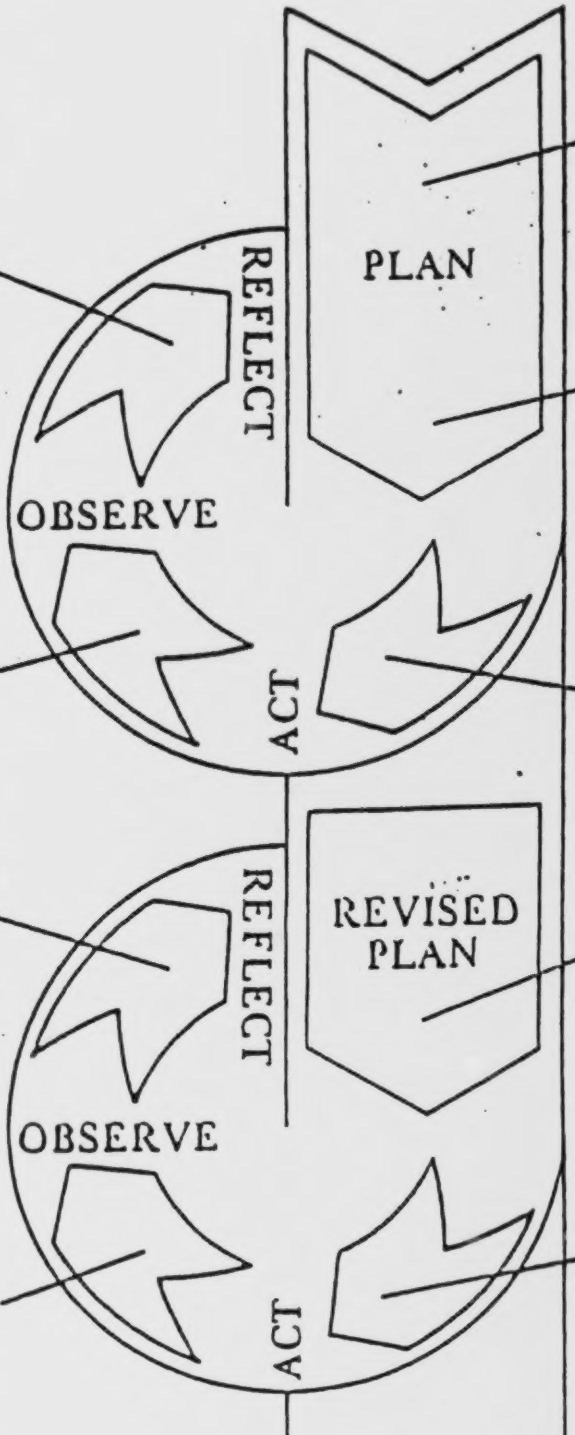
Seventh & Eighth: individual versus group work
Sixth, Seventh, & Eighth: Motivating EMR students through reward system
Faculty: Faculty relations and teacher morale

High School N=4

Biology: television versus study time (see elementary)
Ninth: intervention team for students at risk of repeating ninth grade
LD: off-task behavior of one student
English: students taking college preparation courses attitudes

Action Research in the Classroom

Figure 3: Action research in action



My students think that science means recalling facts rather than a pro cess of enquiry. How a I stimulate enquiry in my students? Change t curriculum? Change n questioning? Settle on questioning strategies.

My enquiry questioning is disrupted by my need to keep control in ways the class expects.

Shift questioning strate to encourage students explore answers to t e own questions.

Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a dairy.

Try questions which l students say what they mean, what interest them.

Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?

Continue general a n but reduce number a control statements.

Use less control state ments for a couple o lessons.

Record on tape questioning and control statements. Note in diary effects on student behaviour.

The four 'moments' of action research

Before proceeding to examine a practical example of action research let us pause to emphasise the four fundamental aspects of the process and the dynamic complementarity which links them into a cycle. To *do* action research one undertakes—

- to develop a *plan* of action to improve what is already happening,
- to *act* to implement the plan,
- to *observe* the effects of action in the context in which it occurs, and
- to *reflect* on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

- It encourages the development of the rationale for the practice under investigation, and for others related to it.
- It helps to allow the enquiry to be seen as a 'project' rather than as a personal and introspective process
- It helps to clarify unforeseen consequences and ramifications of the work
- It makes defining the issues easier because explaining the project to others demands clarifying one's own thinking
- It helps to get moral support and to see the limits of support (others may not be so captivated by the project as oneself)
- It allows others to help, and to become involved in a constructive participatory way
- It aids reflection by providing a variety of perspectives on the effects of action and the constraints experienced.

Guidelines for An Action Research Project

We will not meet as a total group during Winter or Spring Quarter. However, we are asking that you complete one action research project by May 1, 1987. This project should be a collaborative effort with the mentor assisting the inductee in the design and conduct of a short-term, focused study. The main elements of action research as espoused by Hopkins and Haysom are reviewed below. We want a brief report of your project which would incorporate most of these elements. We will review these action research procedures in class and also provide you the remainder of classtime to go through two inventories, one focusing on school practices and conditions and the other on teaching behaviors. These inventories are designed to assist you in identifying a problem or area of interest for study.

The primary purpose of the action research project is to further develop your professional expertise and judgment (Hopkins, p. 14); to increase your understanding of teaching and schooling.

A secondary purpose, as we have noted from the outset, is to contribute to a productive and harmonious working relationship between mentor and inductee by having you work together to understand and improve some facet of teaching or schooling.

We endorse the definition of action research as a personal attempt at understanding, as trying out an idea in practice and reflecting on the effects of such with a view of improving or changing something important to you.

There are suggested criteria for deciding on a classroom research project:

a) it should have practical utility and be a matter of personal interest and importance to the teachers involved;

b) it should not interfere with or distract from the teaching commitment - a teacher's primary job is to teach;

c) it should be feasible; data collection should not be too demanding;

d) it should be designed carefully enough to test a problem or question(s) raised by the teacher;

e) it should pay close attention to ethical procedures (see appendix B, Hopkins)

The action research project should involve the following steps:

1) It should have a statement of purpose - What is the project trying to understand?

2) It should have a brief rationale - Why has this aspect of teaching and learning or the school context been selected for study?

3) It should briefly describe the action research design in terms of:

   a) the problem(s), practice(s) or conditions which will be studied;
   b) any hypothesis which might be made about the effects of certain actions or conditions which will be studied;
   c) data collection strategies including:

      I) what data will be collected;
      II) from whom;
      III) how often (if applicable);
      IV) in what manner (Hopkins in Chapter 6 reviews the pros and cons of the following research procedures: field notes, audio tape recordings, diaries, interviews, video tapes, questionnaires, sociomietry, documentary evidence and photography. In addition both Hopkins (Chapter 6) and Hayson (Chapters 4 and 5) provide multiple examples of guidelines for systematic observation in the classroom.)

4) If there were attempts to validate the data or information collected, these should be shared. This would speak to the frequency with which certain observations were made and in what settings or any attempts at triangulation (gathering accounts of a teaching or learning situation or school condition from different points of view). These concepts are elaborated upon briefly by Hopkins on p. 110-112).

5) The data collected should be interpreted. This calls for a brief explanation of what was found in terms of the meaning the teacher and mentor attached to the data collected. Hopkins discusses frames of reference for interpreting and understanding data on page 113. What you believe your data indicates can be filtered through theory, research, or conventional wisdom, if appropriate.

6) A plan of action should be developed after reflecting on the data collected; a concise plan for future action should be outlined. The data you collected might or might not suggest changes. If they support maintaining present practice or conditions, you should explain why. If not, you should briefly relate your proposal for change to what you found in your study.

7) Provide a brief evaluation of the action research plan which you implemented. In 2 or 3 paragraphs, review the major benefits of this endeavor, problems encountered and a few suggestions for what you would do different another time.

The following reflects an outline of the project to be completed by May 1 and included in your Action Research Notebook.

Title of the Action Research Project

1. Statement of Purpose
2. Rationale
3. Action Research Design
4. Validation of Data
5. Data Interpretation
6. Plan of Action
7. Evaluation of the Project

Technique	*Advantages(s)*	*Disadvantage(s)*	*Use(s)*
Field Notes	simple; on going; personal; aide memoire	subjective; needs practice	• specific issue • case study • general impression
Audio Tape Recording	versatile; accurate; provides ample data	transcription difficult; time consuming; often inhibiting	• detailed evidence • diagnostic
Pupil Diaries	provides pupils perspective	subjective	• diagnostic • triangulation
Interviews and Discussions	can be teacher–pupil, observer–pupil, pupil–pupil	time consuming	• specific in depth information
Video Tape Recorder	visual and comprehensive	awkward and expensive; can be distracting	• visual material • diagnostic
Questionnaires	highly specific; easy to administer; comparative	time consuming to analyse; problem of 'right' answers	• specific information & feedback
Sociometry	easy to administer; provides guide to action	can threaten isolated pupils	• analyses social relationships
Documentary evidence	illuminative	difficult to obtain; time consuming	• provides context & information
Slide/Tape Photography	illuminative; promotes discussion	difficult to obtain; superficial	• illustrates critical incidents
Case Study	accurate; representative; uses range of techniques	time consuming	• comprehensive overview of an issue • publishable format

FIGURE 6.5 *Taxonomy of classroom research techniques*

APPENDIX B-10

Teacher Leader Cadre Survey

TEACHER LEADER CADRE QUESTIONNAIRE

I. I have been involved in the Franklin County/OSU Induction Project for 1 2 3 years (circle one).

II. During these years, I have served as a(n)

Inductee Mentor Cadre member
(You may need to circle more than one.)

III. We have designed our program based upon five substantive domains of knowledge: district needs, psychological support, classroom processes, observation and conferencing, and reflectivity. What substantive domains of knowledge do you believe should also be included in a mentor/inductee program?

IV. From your perspective, what has been the most significant componenet of this project? Please explain why you feel this way.

In the following statements, circle one number which best fits your perception.

5 - Strongly agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly disagree

1. Participating in the TLC has helped me grow professionally.

1 2 3 4 5

Comments:

2. I have changed my own teaching strategies as a result of my involvement in this program.

1 2 3 4 5

Comments:

3. Because of my involvement in this program, I have begun to utilize education research in such areas as classroom management, effective teaching, cooperative learning, et. in my classroom planning and instruction.

1 2 3 4 5

Comments:

4. My attitude toward inquiry and classroom research has become more positive since my involvement in this program.

1 2 3 4 5

Comments:

5. I utilize inquiry and reflection in my classroom practice to a greater degree now than I did prior to my involvement in the Induction Project.

1 2 3 4 5

Comments:

6. I have found that being closely involved with my colleagues in the TLC and in my district has been motivating to me as a professional.

1 2 3 4 5

Comments:

7. The following people have been supportive of my role:

building level administration	1	2	3	4	5
district level administration	1	2	3	4	5
peer teachers	1	2	3	4	5
Others (specify)______________	1	2	3	4	5

Comments:

8. My expertise as a Teacher Leader has been utilized within my district/building for staff development.

1 2 3 4 5

Explain in what ways:

9. The Local Education Association has been supportive of my Teacher Leader endeavors.

1 2 3 4 5

Comments:

10. Collaboration between OSU and the Franklin County Local School Districts has played a valuable role in developing teacher leadership in my district.

1 2 3 4 5

Comments:

11. As a Teacher Leader, I am recognized as an expert in my district and/or building.

1 2 3 4 5

Comments:

12. I have requested and have been provided release time this year to fulfill my responsibilities to mentors and inductees.

NA 1 2 3 4 5

(If you have not requested release time, please circle NA)

Comments:

546

13. Please indicate how you plan to continue your professional growth in the future (you may check more than one).

______ obtaining advanced degree(s)

______ presentations at conferences

______ writing for publication

______ conducting workshops

______ implementing grants

______ others (please specify)

APPENDIX B-11

Letter from Cadre Member

July 12, 1988

Dr. Nancy Zimpfer
The Ohio State University
Dept. of Policy and Leadership

Dear Nancy,

As the Franklin County/ O.S.U. Induction Project concludes, I would like to share with you my thoughts regarding this marvelous endeavor.

First, I wish to express my personal appreciation for your leadership, guidance, shared talents, dedication of time and energy, patient understanding, constant encouragement, and expression of faith in teacher capabilities. You are an extraordinary person, an excellent educator, and one who is skilled in the art of translating vision into practice.

Second, following is my personal testimonial to the success of the project. My professional life has been enriched to a point never imagined three years ago. At a most opportune time a door opened on a much needed pathway to new and challenging experiences in teaching and professional growth. During the past three years of the project the quality of the education, research and program activities has been outstanding and of great benefit to me and others. The opportunities to learn from nationally prominent educators, to be educated and guided by educators of prominence on the O.S.U. faculty, to work with outstanding educators statewide: all have expanded teacher leadership skills. Opportunities for education in current educational practices has broadened the scope of my teaching skills; teaching me to articulate and share expertise ehanced the ability to mentor. For all of these experiences I am truly appreciative.

My testimonial includes an act of relectivity upon my first year of teaching. Simply but firmly stated, "Boy! I wish I'd had a mentor." Veteran teachers echoed this sentiment many times over the past two years while first year teachers with little or no point of reference smiled their naive question at us, "Really?" I predict our current inductees, future mentors, will commit to mentorship as a matter of course and mentor with a sophistication beyond our current hopes.

In addition, I'll forever treasure my experience as a member of the Teacher Leader Cadre as one of privilege and honor. Delighted we will again convene, I am looking forward to meeting with my talented and dedicated Cadre colleagues in the fall.

The third purpose of this letter is to report recent developments in Hamilton Local sparked by the Franklin County/O.S.U. Induction Project.

- Our entry year program is officially instituted. Cathy and I will submit the 1988-89 inductee inservice schedule to the steering committee for approval.
- The superintendent is considering compiling a list of teachers recently trained in various educational concepts and practices for purposes of identifying expertise for use in inductee inservice and to explore new avenues for expansion of the Hamilton Teacher Leader Cadre.
- This coming year all Hamilton teachers will engage in inservice activities related to classroom discipline; Dr. Tim Herron, O.S.U. Faculty, will conduct the activities throughout the year. Partial credit is due the F.C./O.S.U. Induction Prlject for conception of this inservice.

Finally, it is my belief that the successful attainment of the project goal reflects the validity of objectives, the quality and commitment of its participants, and the faith of those who supported the project in a variety of ways and means. Involvement in this project has been the most remarkable and rewarding experience of my twenty two years in the teaching profession.

Again, thank you, Nancy, for your contributions to our many successes as a group and as individuals.

Sincerely yours,

Carol Lowe

Carol Lowe
Teacher Leader Cadre
Hamilton Local Schools
4999 Lockbourne Rd.
Columbus, Ohio 43207

APPENDIX B-12

Ohio State University Post-Baccalaureate Program

DOCTORAL PROGRAM IN
PROFESSIONAL DEVELOPMENT

September 6, 1988

A. Goals and Rationale for the Doctoral Program

B. Course Descriptions for Professional Development

C. Matrix for Graduate Study in Professional Development

D. Student Matriculation Patterns

E. Schedule of Course Offerings

A. Goals and Rationale for the Doctoral Program

The following assumptions and conditions support the rationale for this graduate program preparing specialists in professional development:

1) There are major problems presently attached to professional development efforts for educators at all levels of schooling and in a variety of contexts.

2) As a consequence human resources are increasingly being assigned to this responsibility.

3) Critical to the success of persons in these evolving professional development roles are the knowledge, abilities and dispositions which they possess relative to professional development.

4) While many persons in different assignments with staff or professional development responsibilities are served in this program, teachers in leadership positions are a primary focus. Teachers in leadership positions, in career ladders especially, need extended specialized preparation as well as experience and proven ability to assume leadership roles and to achieve highest status on the ladder of responsibilities. Teachers assuming clinical professor status in the Holmes notion of professional development schools also need such extended preparation.

5) Also critical is where and how these people approach their responsibilities. For example, more teachers with dual assignments embedded within the school context who have specific responsibilities for a variety of professional development functions, as well as teaching, are needed.

6) Teacher leaders or potential teacher leaders with such responsibilities can be identified and further developed cooperatively with school districts.

7) The knowledge and educative experiences to prepare such experts can be integrated in a coherent graduate program.

B. Major Purposes for the Program and the Faculty Who Staff It

1) To provide knowledge and to develop abilities and dispositions for the individual to enable the professional development of educators

2) To develop entry-level research skills and dispositions

3) To accommodate to the extent reasonable the needs and interests of each individual in the program

4) To model professional norms and high standards and to reinforce in multiple ways the individual's sense of professionalism

5) To foster a critical, reflective perspective on education and professional development

6) To foster repeated examination of educational policy, practice and conditions through practice-to-theory, theory-to-practice cycles

7) To foster a sense of community and collegiality especially through an on-going, dialectic doctoral seminar

8) To identify leadership opportunities for graduates of the program

C. Scholarly Inquiry Which Informs the Graduate Program of Study

This graduate program of study in professional development is designed for those persons who have specific responsibilities for activities such as the study, design, management, provision, and evaluation of professional development programs for educators whose major responsibility is teaching. Persons in these roles could assume one or all of the above activities. Core studies in this program draw upon research, theory and experience to address the following:

* how empirically-supported understandings in curriculum, instruction, teaching, and classroom management inform professional development

* how knowledge of how adults, and especially teachers, learn, develop and change over time informs professional development

* how institutional and organizational factors, especially those in schools, colleges, and universities, interact with dispositions for learning, developmental patterns and changes in belief and behavior over time and how this informs professional development

* how professional development can be conducted in terms of such basic functions as diagnosing needs and interests, employing multiple instructional formats for enabling different purposes and assessing the efficacy of these various approaches

* how conditions, events, and practices in the classroom can be observed, recorded, analyzed and shared in a variety of formats (variations in instructional supervision) as a central activity of professional development

* how one comes to know through the study of epistemology; the nature of knowledge and knowing

* how scientific inquiry and assessment, especially into the continuing development of educators, has been and can be conducted.

B. Course Descriptions for Professional Development

ED: P&L 821 Career Patterns and Professional Development of Teachers

This is the introductory course in the sequence of courses concerned with the professional development of teachers. It provides an overview of professional development, especially the continuing education of teachers. It examines relationships between how teachers are prepared initially, their formal or informal induction and socialization into teaching, and their patterns of continuing professional development. Patterns of professional development are also analyzed as they relate to recruitment and selection policies and procedures. Teachers, for example, are recruited into very different types of certification models and selected by very different criteria for very different positions. Career ladders and lattices are examined as they represent professional development initiatives by extending initial preparation for beginning teachers and offering leadership roles in professional development for experiences teachers. In summary, the course allows the student to reflect on different patterns of professional development appropriate to differen teachers at various stages of their career.

ED: P&L 971 Alternative Conceptions of Professional Development

This is the second course in the sequence of courses concerned with the professional development of teachers. It offers critical analyses of the major *purposes* of professional development and the various *formats* in which these purposes can be achieved. It examines especially the conceptual underpinnings and concepts of research which support models purported to meet these different purposes. Major purposes beyond pedagogical development which are addressed include: personal development (especially in terms of knowledge of adult growth and change over time), organizationa functioning (especially in terms of the social systems and culture of schools and classrooms), theoretical development (especially the disposition and ability to inquire into and reflect on practice), broader professional growth, and career planning and development. Selected formats, among the variety which can be employed to advance these purposes are also examined including variations in clinical observation, organizational development, action research, case study, team teaching, child study methodology, teacher centers, teacher advisories, and coaching. In summary, the course allows the student to analyze *interrelated* dimensions of professional development and to reflect on why and how alternative conceptions or aspects are stressed in different contexts.

ED: P&L 972 Designing Programs of Professional Development

This is the third course in the sequence of courses concerned with the professional development of teachers. It is concerned with the design of coherent and comprehensive programs which can accommodate the interrelated purposes and formats addressed in the second course. It stresses program designs which promote research and evaluation. It examines what a person in a leadership role in professional development can do to effect such critical structures and processes as governnance bodies and strateggic decision-making, general management and maintenance, multiple forms of diagnosis or needs assessment, developing resource banks, securing funding and public support, developing and implementing short and long range agendas, coordinating professional development with other curriculum and instructional activities, gathering formative and summative assessment data, researching the program and throughout involving teachers in leadership roles.

ED: P&L 973   Issues and Problems in Professional Development

This course is taken in the second year of the program and serves as a foundation and guide for the practicum or nternship experience. It builds on the program design course by focusing specifically on the major issues and problems attendant to implementing a program of professional development. These include coordination of different role-types, finding release time and other incentives for participation, contract negotiations, and identifying and preparing teachers as staff developers. Thus, the course provides multiple examples of legal statute rule, and regulation, contract language, and school and district policies that enable the conditions and procedures addressed in ED: P&L 972. It provides a variety of simulated problem-solving activities to address critical issues. Whenever possible it draws upon research which supports program design considerations such as basic change strategies. It involves experienced staff developers who have addressed different issues. The course structures the practicum or internship accompanying or following the course on setting priorities for a major problem(s) to be addressed.

ED: P&L 850 Internship In Educational Development

Bulletin listing: (Internship experiences in research, development, or evaluative settings). The internship experience in professional development will vary from one to three quarters in year two and from three to 12 credits. It will in some cases, be attached to students who took the core three course sequence during a year's leave and have now returned to their own setting. Hoepfully, however, in most instances it will be an opportunity to work with the outstanding staff developer for various periods of time in a setting other than where they were employed. weekly meetings relating these experiences back to the core sequence generally and to the resolution of problems identified in the problems and issues courses specifically will accompany these structured field experiences.

ED: P&L 841 Curriculum in Higher Education

A study of representative and experimental college programs in the United STates. This course deals with the ttranslation of general issues of curriculum development to postsecondary settings. Foundational to this study is an understanding of alternative conceptions of curriculum, and historical and philosophical orientations to the evolution and current function of higher education. Students acquire knowledge about external and internal influences of curriculum design, as well as a comprehensive understanding of attributes of curriculum which characterize effective programs. A host of indepth curriculum studies in hgiher education are reviewed including observational profiles of innovative general studies and professional preparation programs. This course experience is important particularly to those students who intend to assume positions in hgiher education. It can be well informative to those who intend to work in schools, since understanding initial preparation programs is an important prerequisite for designing continuing professional development experiences.

ED: P&L 851 College Teaching

Designed as an initial preparation for instruction at the college level; focuses on the generic skills, strategies, and issues common to university teaching.

This course uses as foundational to its design the emerging knowledge base in the study of college teaching. Beyond initial studies of collegiate classrooms based on student evaluation of instruction and student satisfaction measures, post secondary researchers are currently engaged in the generation of observational data on life in college classrooms. Much of the research on teaching from elementary and secondary classrooms informs these studies. Thus, both students interested n enhancing their own teaching skills for post secondary settings and above those working in professional development programs in K-12 schools could benefit from this course. The course includes a focus on the pedagogical methods of lecture, discussion, student engagement in the classroom, course design and delivery, student assessment, and materials preparation. Also included are opportunities to teach and observe peers, and to design individualized plan for instructional empowerment.

ED: P&L 861 Fundamentals of Supervision

Supervision of instruction emphasizing general principles and practices in elementary and secondary schools.

Traditional foundatinal courses in supervision spanned the areas f general and instructional supervision. General supervision includes understanding of school management, building administration, and personnel supervision, with little attention to classrooms. Instructional supervision generally focuses on effective practices in classroom observation and conferencing, including alternative conceptions of teacher competence, an array of research-based lenses for viewing classroom events, the interpersonal dimensions of communication and conferencing, and issues associated with teacher assessment. Several sections of this course are intended to focus specifically on instructional supervision. As such, this course would assist campus-based educators in the supervision of preservice field and clinical experiences, and provide a vital perspective on clinical supervision for school-based professional development personnel as well.

C. Matrix for Graduate Study in Professional Development

	1	2	3	4	5	6	7
	Study of Curr.	Study of Instr.	Study of Adults	Study of Orgs.	Study of Prof. Dev.	Research Design & Meth.	Content Studies
Elem.							
Secondary							
Post-Secondary							
Credit Hours for Area of Emphasis	3-6	3-6	3	3	15-33	12-15	6-12

The Doctoral Program in Professional Development is organized around seven core areas of study. The design assumes that courses taken in each of the program area emphases in CIPD will be an integral part of the program, as will be courses in adult and organizational development, courses in quantiative method(beyond an assumed enrollment in at least two qualitative courses), and courses relative to content study, such as in reading, English, second languages, allied health. In addition all students will enroll in the ED: P&L courses recommended to fulfill both the Foundations and multicultural requirements. Further, since the Ph.D. program includes an internship component, students may enroll for variable credit hours (3-12) for this experience. Listed in the matrix are the likely minimum-maximum hours to be taken in each of the seven areas of study.

D. Student Matriculation Patterns

Students enrolled in the Professional Development program are most likely to assume positins ultimately in one of two settings: either as coordinators of staff development or improvement programs in elementary and secondary schools; or as professors in postsecondary settings. Thus, two matriculation patterns are proposed, with the assumption that those candidates in the postsecondary group are likely to have a more protracted residency than those returning to school sites.

Elementary/Secondary Education

Year 1

AU Qtr	ED: P&L 821 (Intro) ED: P&L 851 (Coll Tchg)
WI Qtr	ED: P&L 971 (Alt Con) ED: P&L 861 (Supv)
SP Qtr	ED: P&L 972 (Prog Des)
SU Qtr	

Year 2

AU Qtr	ED: P&L 973 (Issues)
WI Qtr	ED: P&L 850 (Intern)
SP Qtr	ED: P&L 850 (Intern)

Year 3

Dissertation (ED: P&L 999.49)

Postsecondary Education

Year 1

Au Qtr	ED: P&L 821 (Intro) ED: P&L 851 (Coll Tchg)
WI Qtr	ED: P&L 971 (Alt Con) ED: P&L 841 (Curr in Higher Ed)
Sp Qtr	ED: P&L 972 (Prog Des)
SU Qtr	ED: P&L 861 (Supv)

Year 2

AU Qtr	ED: P&L 973 (Issues)
WI Qtr	ED: P&L 850 (Intern)
SP Qt	ED: P&L 850 (Intern)

Year 3

Dissertation (ED: P&L 999.49)

E. Schedule of Course offerings

1988-89

Au Qtr.	Wi Qtr.	Sp Qtr.	Su Qtr
ED: P&L 821 (KH) (Intro)	ED: P&L 871 (KH) (Alt. Con.)	ED: P&L 872 (NZ) (Prog. Des.)	ED: P&L 821 (NZ) (Intro)
ED: P&L 851 (NZ) (Coll Tchg)	ED: P&L 861 (KH) (Supv)	ED: P&L 871 (KH) (Alt. Con.)	ED: P&L 861 (KH) (Supv)
ED: P&L 92549 (NZ) (Colloquium)	ED: P&L 841 (NZ) (Curr in H. ED)	ED: P&L 851 (KH) (Coll Tchg)	
ED; P&L XXX (KH) (Masters Course)	ED: P&L 873 (NZ) (Issues/Year 2 Students)	ED: P&L 850 (NZ) (Intern/Year 2 Students)	

1989-90

AU Qtr	Wi Qtr	SP Qtr	Su Qtr
ED: P&L 821	ED: P&L 871	ED: P&L 872	ED: P&L 821
851	861	871	861
XXX	841	851	
873	850	850	
		925.49/XXX	

APPENDIX B-13

Reflectivity Packet

Reflectivity Packet

Franklin County/OSU Induction Project (OERI)

Kenneth R. Howey and Nancy L. Zimpher
College of Education, The Ohio State University

FORM #1

CONFERENCE REPORT FORM

Inductee ______________________ Name ______________________

Mentor ______________________ District ______________________

1. What problem or concern did you discuss?

2. What strategies were proposed for resolving the problem/concern?

3. What were your general reactions to the conference?

FORM #2

PROBLEM ANALYSIS

Forces for resolving. . .	Forces against resolving. . .

FORM #3

The Critical Event Form

The use of the Critical Event Form is provided for you to formulate conclusions about the concerns or problems you may have as a mentor or beginning teacher.

Critical Events are the parts of professional experiences which have particular importance and meaning to you. Such events will frequently evoke feelings and thoughts which can be formulated into personal theories to guide actions in educational settings.

In reporting a Critical Event it is important to describe a specific event and to separate description from interpretations and conclusions.

Specifying an event. Focus on problems or concerns that occur within your experiences in the school setting either at the classroom, building, or district level. Decide the particular problems or concerns and the factors influencing them which are most pertinent to your feelings and thoughts.

Separating description from interpretations and conclusions.* Accounts of what happened in situations often contain a mixture of information and facts (low inference; description) and value statements, observer inferences and observer characterizations (high inference; judgments). The report form is divided into two sections. In the description section, statements should contain the observed circumstances and behaviors. In the judgment section, statements should contain your feelings, thoughts, and conclusions.

Provided below are some questions which may help to distinguish between description and judgment:

1) Does the description provide an adequate account of the relevant aspects of the educational situation?

2) Does the description contain specific, concrete illustrations of the relevant aspects of the educational situation?

3) Is the description free from statements of inference?

4) Is the description free from characterizations?

The judgment section should contain the following:

1) Statements of value attributed to the situation;

2) Inferences about the nature of the situation (overall meaning of the situation);

3) Statements of opinion and judgment.

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*Duncan, James K. and Jahnke, Jessica, J. (1980). Climate for Learning: Evaluation Component. Bloomington, IN: Phi Delta Kappa.

FORM #3

CRITICAL EVENT REPORT FORM

Name: ______________________________

Date: ______________________________

School District: ______________________________

Describe an event related to your concerns or problems as a teacher leader which had a significant impact on you. First, describe the factual circumstances and behaviors of the event. Second, state your feelings, thoughts, and conclusions resulting from the event.

Description of the Event	Judgment of the Event

Overall Conclusion

FORM #4

Logs and Journals

Journals can be used to record

- emotions
- observations
- questions
- reflections
- puzzles
- discoveries
- assumptions

Many people have found that the act of writing in a journal helps them to process their experiences. Puzzles and assumptions are often surfaced, and issues and conflicts often become clarified, as one reflects through writing. Increasingly, diaries and journals or written logs are being employed as a useful source of data in studies that attempt to document changes in thinking and acting over time. For the person writing the journal, as well as colleagues or others working collaboratively with the person, the journal can be an invaluable tool for personal/professional development and research.

Since a journal is a personal record, its format is a matter of personal style. Many people prefer to use paper with a wide left-hand margin so that notes to themselves, reflections or corrections, and other notations or afterthoughts can be added after the main entry has been written. Others write on alternate pages or prefer a different format. Some people write in their journals daily; others write more or less often, depending on their purposes for keeping a journal and the rhythm of their routines and opportunities for reflection. Personal writing styles vary. Some people use an anecdotal style; others write in more elaborate prose. Again, the purpose of the journal and the writer's preference will determine the style.

On the following page is a sample from a journal of an imaginary teacher reacting to an actual teaching experience. This sample may illustrate more concretely the form that a journal may take. Yours may be very different. You may want to experiment with several styles or formats before you find one that works for you. The important thing is that the journal be a tool that is helpful to you in your continuing effort to become a more effective practitioner.

FORM #4

Example of Journal Entry

December 9,

This is crazy! I felt like I was sitting with my motor running all evening. I have a ton of papers to grade--all due tomorrow and they've got me sitting through this stuff which just sounds like a bunch of forms. When do I ever get time to reflect anyway, and what's the payoff?

Talking to other teachers at the break helped. At least I learned that we all have time problems, papers to grade, etc. I guess it's kind of good to get together and compare notes.

(Maybe I can use this stuff! We'll see.)

December 10,

I need more time to write on this reflection thing. Maybe I did a little reflecting in between the papers. Sometimes I don't allow myself enough quiet time. The classroom is too noisy and hectic; I hate the lounge. I have no place during the school day to call my own. So, I have a plan. Each night before I catch the car pool, I'm going to spend five minutes just making some notes about the day. . .

(A plan)

FORM #5

THE MINUTE PAPER

A professor of physics who was considered to be an excellent teacher was asked what he does to find out if students are understanding him or not. He answered that he finds out because of his minute papers.

Students are given a minute to write answers to two questions. Four or five times during the quarter he arrives early and writes these two questions in the corner of the board:

1. What is the most significant thing you learned today?
2. What question is uppermost in your mind at the end of this class session?

One minute before class ends, he asks students to take out a piece of paper, sign it, and answer the two questions in one minute.

The papers provide excellent feedback on whether students are understanding, and whether there are important questions which the teacher should respond to.

Other benefits of the one minute paper include:

It requires more active listening from students.

It helps in identifying students who are in need of special help or who may lack adequate preparation for the course.

It improves students' writing. Responses during the last weeks of class are longer and more articulate than those during early weeks.

The one minute paper helps document for students that they are indeed learning something in the course.

FORM #6

The Self Interview

(To be conducted with tape recorder)

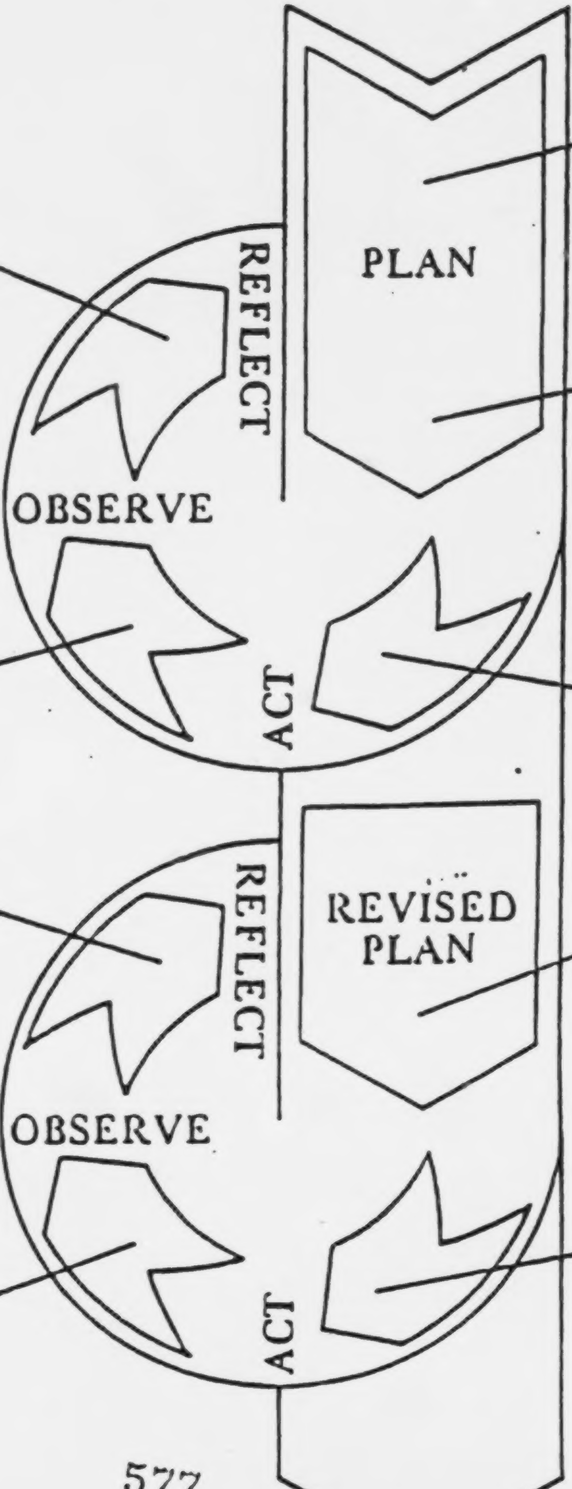
The self-interview tape is a way of conducting a personal dialogue about your classroom teaching and/or teacher role. You may talk to yourself about any number of issues, problems or events that have or are occurring to you in your teaching life. In order to systematically move through this exercise, please use the following questions as a guide to your personal interview (not to exceed 30 minutes).

1. Say day, month, date, and year
   (e.g., "Monday, December 9, 1987")
2. Say "Self-Interview Number _____________."
3. What is the focus for this interview? Describe the issue/problem/event in detail.
4. What conditions are impacting on this issue/problem/event?
5. What are some feasible directions you can take in resolving your concern?
6. What are your next steps?

Exhibit 12

Action Research in the Classroom

Figure 3: Action research in action



My students think that science means recalling facts rather than a process of enquiry. How can I stimulate enquiry in my students? Change the curriculum? Change my questioning? Settle on questioning strategies.

Shift questioning strategy to encourage students to explore answers to their own questions.

My enquiry questioning is disrupted by my need to keep control in ways the class expects.

Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a dairy.

Try questions which let students say what they mean, what interests them.

Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?

Continue general aim but reduce number of control statements.

Record on tape questioning and control statements. Note in diary effects on student behaviour.

Use less control statements for a couple of lessons.

The four 'moments' of action research

Before proceeding to examine a practical example of action research let us pause to emphasise the four fundamental aspects of the process and the dynamic complementarity which links them into a cycle. To *do* action research one undertakes—

- to develop a *plan* of action to improve what is already happening,
- to *act* to implement the plan,
- to *observe* the effects of action in the context in which it occurs, and
- to *reflect* on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

- It encourages the development of the rationale for the practice under investigation, and for others related to it.
- It helps to allow the enquiry to be seen as a 'project' rather than as a personal and introspective process
- It helps to clarify unforeseen consequences and ramifications of the work
- It makes defining the issues easier because explaining the project to others demands clarifying one's own thinking
- It helps to get moral support and to see the limits of support (others may not be so captivated by the project as oneself)
- It allows others to help, and to become involved in a constructive participatory way
- It aids reflection by providing a variety of perspectives on the effects of action and the constraints experienced.

Guidelines for An Action Research Project

We will not meet as a total group during Winter or Spring Quarter. However, we are asking that you complete one action research project by May 1, 1987. This project should be a collaborative effort with the mentor assisting the inductee in the design and conduct of a short-term, focused study. The main elements of action research as espoused by Hopkins and Haysom are reviewed below. We want a brief report of your project which would incorporate most of these elements. We will review these action research procedures in class and also provide you the remainder of classtime to go through two inventories, one focusing on school practices and conditions and the other on teaching behaviors. These inventories are designed to assist you in identifying a problem or area of interest for study.

The primary purpose of the action research project is to further develop your professional expertise and judgment (Hopkins, p. 14); to increase your understanding of teaching and schooling.

A secondary purpose, as we have noted from the outset, is to contribute to a productive and harmonious working relationship between mentor and inductee by having you work together to understand and improve some facet of teaching or schooling.

We endorse the definition of action research as a personal attempt at understanding, as trying out an idea in practice and reflecting on the effects of such with a view of improving or changing something important to you.

There are suggested criteria for deciding on a classroom research project:

a) it should have practical utility and be a matter of personal interest and importance to the teachers involved;

b) it should not interfere with or distract from the teaching commitment - a teacher's primary job is to teach;

c) it should be feasible; data collection should not be too demanding;

d) it should be designed carefully enough to test a problem or question(s) raised by the teacher;

e) it should pay close attention to ethical procedures (see appendix B, Hopkins)

The action research project should involve the following steps:

1) It should have a statement of purpose - What is the project trying to understand?

2) It should have a brief rationale - Why has this aspect of teaching and learning or the school context been selected for study?

3) It should briefly describe the action research design in terms of:

   a) the problem(s), practice(s) or conditions which will be studied;
   b) any hypothesis which might be made about the effects of certain actions or conditions which will be studied;
   c) data collection strategies including:

      I) what data will be collected;
      II) from whom;
      III) how often (if applicable);
      IV) in what manner (Hopkins in Chapter 6 reviews the pros and cons of the following research procedures: field notes, audio tape recordings, diaries, interviews, video tapes, questionnaires, sociomietry, documentary evidence and photography. In addition both Hopkins (Chapter 6) and Hayson (Chapters 4 and 5) provide multiple examples of guidelines for systematic observation in the classroom.)

4) If there were attempts to validate the data or information collected, these should be shared. This would speak to the frequency with which certain observations were made and in what settings or any attempts at triangulation (gathering accounts of a teaching or learning situation or school condition from different points of view). These concepts are elaborated upon briefly by Hopkins on p. 110-112).

5) The data collected should be interpreted. This calls for a brief explanation of what was found in terms of the meaning the teacher and mentor attached to the data collected. Hopkins discusses frames of reference for interpreting and understanding data on page 113. What you believe your data indicates can be filtered through theory, research, or conventional wisdom, if appropriate.

6) A plan of action should be developed after reflecting on the data collected; a concise plan for future action should be outlined. The data you collected might or might not suggest changes. If they support maintaining present practice or conditions, you should explain why. If not, you should briefly relate your proposal for change to what you found in your study.

7) Provide a brief evaluation of the action research plan which you implemented. In 2 or 3 paragraphs, review the major benefits of this endeavor, problems encountered and a few suggestions for what you would do different another time.

The following reflects an outline of the project to be completed by May 1 and included in your Action Research Notebook.

Title of the Action Research Project

1. Statement of Purpose
2. Rationale
3. Action Research Design
4. Validation of Data
5. Data Interpretation
6. Plan of Action
7. Evaluation of the Project

Technique	*Advantages(s)*	*Disadvantage(s)*	*Use(s)*
Field Notes	simple; on going; personal; aide memoire	subjective; needs practice	• specific issue • case study • general impression
Audio Tape Recording	versatile; accurate; provides ample data	transcription difficult; time consuming; often inhibiting	• detailed evidence • diagnostic
Pupil Diaries	provides pupils perspective	subjective	• diagnostic • triangulation
Interviews and Discussions	can be teacher–pupil, observer–pupil, pupil–pupil	time consuming	• specific in depth information
Video Tape Recorder	visual and comprehensive	awkward and expensive; can be distracting	• visual material • diagnostic
Questionnaires	highly specific; easy to administer; comparative	time consuming to analyse; problem of 'right' answers	• specific information & feedback
Sociometry	easy to administer; provides guide to action	can threaten isolated pupils	• analyses social relationships
Documentary evidence	illuminative	difficult to obtain; time consuming	• provides context & information
Slide/Tape Photography	illuminative; promotes discussion	difficult to obtain; superficial	• illustrates critical incidents
Case Study	accurate; representative; uses range of techniques	time consuming	• comprehensive overview of an issue • publishable format

FIGURE 6.5 *Taxonomy of classroom research techniques*

APPENDIX B-14

Surveys and Questionnaires

QUESTIONNAIRE FOR PRINCIPALS, SUPERINTENDENTS, AND COUNTY OFFICE

1. Describe briefly how the Franklin County/OSU Induction Project has been implemented in your district/building.

2. From your perspective, what have been the positive aspects of the Franklin County/OSU Induction Project in your building and/or district.

3. What have been the negative aspects of this project in your building and/or district?

4. What role have you played in the project over the past three years? How could this be improved upon, changed, altered?

5. Wht role has the Teacher Leader Cadre played in your building and/or district? How could their role have been improved, changed, altered?

6. Briefly describe plans you and/or other district administrators have for institutionalizing the induction of new teachers in your building/district.

Franklin County Induction Program - Interview

General Information

Name
Gender
School district
Subject/grade level
Mentor or inductee

If mentor, how long has the person been teaching? What? Where? If inductee, what type? New teacher? Transferred teacher over grade level, building, etc.? Teacher returning after significant absence from teaching?

1. In thinking back over this past year, what was the best feature of the program? Why?

2. Does anything else stick in your mind as being particularly good? (Probe for reasons.)

3. What was the worst feature of the program? (Again, probe - why? please explain, etc.)

4. Is there anything else that you would like to mention negatively about the program? Probe.

5. If you were on the planning committee for next year's program, what would you do to enhance the program? Discuss things to be changed, added, or subtracted.

6. Could you describe, from your own perspective, the nature of the mentor/inductee relationship that you experienced? Probe for clarification.

7. Other than this formal mentor/inductee program, have you experienced or been involved in any informal mentoring situations?

8. How would you characterize the building and district level support for your efforts?

9. If a friend were to tell you that he or she were considering volunteering for the program next year, either as a mentor or inductee, what would you tell that person. Probe for clarification and elaboration.

5-87

INDUCTEE QUESTIONNAIRE

General Information

Gender ______
Subject/Grade Level ______
First year teacher - Transfer ____years of teaching (circle one)

In the following statements, circle one number which best fits your perception.

1 - Strongly agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly disagree

1. I believe this year of teaching has been successful because of my relationship with my mentor.

1 2 3 4 5

Comments:

2. My mentor assisted me in becoming knowledgeable of the district and building policies and expectations.

1 2 3 4 5

Comments:

3. The classroom observation and feedback which my mentor provided has been valuable in improving my teaching.

1 2 3 4 5

Comments:

4. I have learned through the observation-feedback process to be accepting of collegial criticism and suggestions.

1 2 3 4 5

Comments:

5. My mentor has assisted me in becoming more knowledgeable of classroom processes such as classroom management, discipline, instructional strategies, etc.

1 2 3 4 5

Comments:

6. I have utilized this knowledge (of classroom processes) when developing and implementing my classroom procedures and instruction.

1 2 3 4 5

Comments:

7. My mentor provided me with psychological support when things were not going well either professionally and/or personally.

1 2 3 4 5

Comments:

8. The Teacher Leader Cadre members in my district have been helpful in developing the relationship between my mentor and myself.

1 2 3 4 5

Comments:

9. I have developed a disposition toward inquiry and reflection regarding my practice over the past year.

1 2 3 4 5

Comments:

10. I would have been equally as successful in the classroom this year without the assistance of a mentor.

1 2 3 4 5

Comments:

11. How would you describe your mentor.

12. What role has your mentor played in your induction to the profession of teaching?

13. What do you believe are the qualities mentors should have to be effective in working with beginning teachers?

14. Describe the positive aspects of the mentor/inductee relationship as you have experienced it.

15. Describe the negative aspects of the mentor/inductee relationship as you have experienced it.

MENTOR QUESTIONNAIRE

General Information

Gender ______
Subject/Grade Level ______
Years Teaching Experience_________

In the following statements, circle one number which best fits your perception.

1 - Strongly agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly disagree

1. I have found my role as a mentor has provided me with leadership opportunities.

   1 2 3 4 5

Comments:

2. I have assisted my inductee in becoming knowledgeable of district policies and procedures.

   1 2 3 4 5

Comments:

3. Cadre members in my district have been helpful in developing the relationship between my inductee and myself.

1 2 3 4 5

Comments:

4. During the past year I have had the opportunity to observe and provide feedback to my inductee regarding his or her instruction.

1 2 3 4 5

Comments:

5. My inductee has been positive in accepting my suggestions for improvement and/or change.

1 2 3 4 5

Comments:

6. I have provided my inductee with knowledge and/or assistance with various classroom processes such as classroom management, discipline, individualizing instruction, etc.

1 2 3 4 5

Comments:

7. As a result of the mentor experience, my classroom instruction, planning, and performance has in general improved.

1 2 3 4 5

Comments:

8. I am reflective about my practice.

1 2 3 4 5

Comments:

9. I view inquiry into my practice as a valuable way of improving my performance as a teacher.

1 2 3 4 5

Comments:

10. I have provided my inductee with psychological support whether his or her concern was professional or personal whenever necessary.

1 2 3 4 5

Comments:

11. Briefly describe the major concerns your inductee has had over the past year.

12. What role do you feel you have played as a mentor in assisting your inductee?

13. Describe the positive aspects of the mentor/inductee relationship as you have experienced it.

14. Describe the negative aspects of the mentor/inductee relationship as you have experienced it.

15. How would you describe your inductee?

MENTOR EVALUATION

May 12, 1987

District ____________________

Please respond to the following questions and return the questionnaire to Sue Rieger before leaving today. Thank you for your help.

1. What part of the Franklin County/OSU Induction Project has been the most helpful to you?

2. What do you do when you're reflecting? (6)

3. How would you describe the mentor's role? (7)

4. How would you describe the inductee's role?

5. What has been the greatest change in your teaching as a result of your experience this year? (4.2 #2)

6. What techniques or strategies did you and your inductee use to solve problems or overcome obstacles? (4.2 #2)

INDUCTEE EVALUATION

May 12, 1987 District______________

Check one:

____ New teacher to the profession
____ Teacher returning froma an extended leave of absence
____ Teacher transferring from one building to another, grade level, subject area, or district

Please complete the following questionnaire and return to Sue Rieger before leaving today. Thank you for your help.

1. What part of the Franklin County/OSU Induction Project has been the most helpful to you?

2. In September, what things did yu believe about teaching that you do not believe now? (3)

3. What do you do when you're reflecting? (6)

4. (a) How would you describe the mentor's role? (7)

   (b) How would you describe the inductee's role?

5. What did you learn while you were in school (teacher education program) that has been useful this year? (3)

6. What experiences have you had this year that taught you how to teach? (4)

TEACHER LEADER CADRE INVENTORY RESULTS
1986-87

(13 returns out of 21 - 62%)

1. ***How would you describe the success of the Franklin County/OSU's approach to the Teacher Leader Cadre concept?*** *(Rate on a scale of 1 to 5, 5 being the highest)*

   4 + 4 + 3 + 3 + 3 + 4 + 4 + 5 + 5 + 4 + 3 + 4 4.08 (One did not answer)

2. ***Did the course let you take possession of the knowledge presented/learned and let you interpret it, apply, and extend it to your particular situation? (Rate on a scale of 1 to 5, 5 being the highest)***

   4 + 3 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 + 4 + 4 4.12 (One did not answer)

3. ***What classroom practice that you currently use would you change based on the actual research you have done/seen or read about?***

   - *I have become more sensitive to the educational attitudes of my students in my district, and I have learned several classroom practices which I have employed through EEI.*
   - *With the sixth grade computer classes, I am spending more time on word processing so that the 7th and 8th grade teachers can use the computers for writing assignments and the student will know how.*
   - *Classroom arrangement; motivation techniques. I am currently trying to use some components of EEI, especially active participation. I have become more aware of seating patterns and I'm using both visual and auditory instruction more to cover the same concept.*
   - *Change my spelling program next year.*
   - *Allow students to have more hands-on experience. Be firm, don't let up.*
   - *Evaluating students work after school. I've begun to do it in a more immediate time frame; use of spelling workbook alone for teaching spelling.*
   - *Positive reinforcement for good behavior.*
   - *Discipline techniques have changed; they need further revision.*
   - *Allowing more responsive students to always sit in front and center of the room.*
   - *I've changed classroom design/environment, however, have had no opportunity this year since I'm a mobile teacher "a different classroom every period."*

   (Two did not answer this question.)

4. ***Which one of your present teaching strategies would/did you change?***

   - *I have changed my class format. I begin my class with what expectations or objectives we will complete each period and allow time at the end of the period for review of the material.*
   - *I have become more specific in assignments. I've tried to allow for more student involvement.*
   - *I've changed student accountability strategies. The educational gains I have created actively incorporated strategies I have learned.*
   - *Climate of classroom - I've changed the physical arrangement after participating in the class in the Fall.*

- *Use of learning styles, mass practice and study of spelling; use of many aspects of EEI -- the review of EEI we did as we planned our local mentor and inductee's program helped renew my efforts in the classroom.*
- *Rearrange room occasionally; check seat arrangements.*
- *Learning to use the Essential Elements of Instruction.*
- *I feel that teaching is a constant evolving process for me. I try to incorporate what I've learned to improve instruction. I can pinpoint any strategy.*
- *Stressing the positive rather than the negative behaviors in my classroom.*
- *More positive reinforcement.*
- *I have been working on monitoring and adjusting techniques with questions and active participation.*

(Two people did not answer this question.)

5. ***When working with teacher/professional personnel, what practices would you do differently based upon this year's experience?***

- *Unclear about meaning of this question.*
- *Involve teachers more with teaching and planning of classes.*
- *I would provide as much time as possible for guided discussion and sharing of problems and solutions in a group that is as small as possible.*
- *Try to have more involvement; our situation prevented this.*
- *Try to integrate activities from other classrooms with our program.*
- *More planning initially so teachers knew what was going on--more input from teacher/mentor/and inductee as to their interests.*
- *More time spent working together before school starts or earlier in the year.*
- *Try to arrange time to work with partner. We had a problem with this.*
- *Inservices for local teachers would be conducted on separate levels, example: elementary, middle school and high school. Building administrators would attend as learners; Needs Assessments would be specific and conducted in September and January. Evaluations would be more specific; flexibility on my part would be initiated at the onset. I hope my fellow TLC members are more enthusiastic, committed, energetic, creative and flexible.*
- *Spend more time discussing particular problems and concerns of theirs.*
- *I think it went very well and I don't think I would change anything.*

(Three did not answer this question.)

6. ***How can your building administrator and local district administrators better support the Teacher Leader Cadre efforts?***

- *By allowing reduced time to spend more time preparing inservices, attend conferences and meet with inductees.*
- *Our administrator shows support by serving as panelist. This should be done everywhere. It was very successful.*
- *Release time for special programs (ie. Johnson); more money/compensation for presentations developed and delivered by individuals in TLC.*
- *Attend meetings with us. Give us release time. Conference with us. Ask what we are doing. Allow TLC to develop and conduct inservices based on local needs, as identified by local staff in the extent that TLC is qualified; ask for our assistance and allow us to use our growing expertise; it would be interesting if they permitted TLC members to conduct one or two faculty meetings during the year.*
- *Release time for participants to discuss needs.*
- *Use us for inservice to support teachers needing refinement. We have been, for the most part, ignored by our local administrators. This was very frustrating and discouraging. Communicate with us; ask us.*

- Participate at meetings and be a part of the class sessions.
- Be more involved, come to the meetings.
- Release time for working with other teachers; use Leader Cadre for inservice and professional days.
- Provide more release time; use the talents of TLC.
- Release time for classes, many teachers have school-related responsibilities after school and aren't able to attend all classes.
- Identify mentors and inductees early.
- Grant release time when necessary--support program.

How can Franklin County support these efforts?

- Keep administrators informed as to what is going on and get their approval.
- Act as facilitator for this program.
- Arrange for grant to pay for subs.
- Perhaps, aid in release time in buildings. I think leaders sometimes would be better to work with teachers from other schools.
- Get them involved.
- Release time from class.
- Help us keep our efforts in the open. Keep the communication lines open regarding the Cadre to the local administrators; help us see a bigger purpose for what we are doing in the program if our local school district administrator is not going to use or recognize us.
- Provide persons to aid in release time on a regular basis one hour a month.
- Encourage/request/demand administrators to meet with us when classes are in conference; demand TLC conduct inservice sessions.
- Take advantage of what has been successful at the various locations and build on that.
- By representing the needs of the group to the district administrators.

(Two people did not answer this question.)

How can your local association support these efforts?

- They can also buy into the efforts of the Teacher Leader Cadre.
- We can host more activities of this sort. We have had excellent administrators; they did a super job for us.
- Negotiate career development steps incorporating TLC.
- Finance substitutes when we need to attend meetings.
- Consider Cadre input for inservice planning.
- Publish names of teachers involved in the program in an association newsletter.
- Be part of the program.
- Association leadership has been involved in this program from the beginning. I think that planning is the best area for the association.
- Someone arrange for grants to pay for subs.
- Negotiate time to work with inductees.
- Provide food?

How can O.S.U. better support these efforts?

- If readings are assigned, make sure they are used at the sessions.
- Share current trends and issues in education.
- Somsone arrange for grant to pay for subs.
- I would like to see a little more structure as the program develops.
- Design with each district it's own individual program.
- State what all the class entails when the teachers are asked to volunteer; don't add more classes after schedule is determined.

- *Help us keep communication lines with district administrators open. Encourage local administrators to communicate with us; we are being ignored; help us see a bigger purpose for what we are doing in the program.*
- *Continue course offerings.*
- *Instruction in how to promote workshop topics that an individual could offer to school districts looking for inservice programs. Develop a pool of teacher consultants for central Ohio schools.*
- *Locate more people that are in the field to share with us.*
- *Supply evidence to support the credibility of such a program and what specifically the program entails.*

(Two people did not answer this question.)

7. ***If you could design a Teacher Leader Cadre program again, what would you do differently?***

- *More time to design the inservice sessions TLC did; time to discuss latest research and explore more programs than EEI.*
- *Minimize the handout reading.*
- *Design topics for instruction and sharing--that are not part of the prescribed method (EEI-Hunter model)--Each TLC participant probably had topical areas with which they were very comfortable and competent. Why not help them develop programs that can be used for other districts for inservice programs?*
- *Include more training and communication with peers; provide training in a variety of teacher models.*
- *More active participation--more small groups; make sure activities assigned were worthwhile to participants.*
- *More structure initially from the instructors. We seemed to do a great deal of talking, discussing, figuring out what our choices were at the beginning. So much of the volume of options that were offered to us, we didn't know anything about. It's hard to make decisions about what we think we want to do when we don't know what our role purpose for many of the choices were.*
- *Set an agenda and stick with it! Dates should not be changed once set. Other programs had to change dates due to May 12 date.*
- *More district level work, less whole county work; meet the needs of each district individually.*
- *The Teacher Leader Cadre resulted in mentors and inductees being essentially treated the same. I would attempt to avoid this.*
- *Be a little more organized; try not to be so redundant. It seems many things were repeated over and over.*
- *Release time for meetings. Meet for lunch and have class afterwards.*
- *I would like to see this group work with teachers' needs rather than meeting the goal of the Curriculum Supervisor. These people in TLC were not trained to do those sessions.*
- *The room in which we met was a bit too small, although it did offer a certain amount of coziness. It really needs to be bigger.*

What would you do the same?

- *I really enjoyed all the TLC meetings. I felt that they offered much professional growth and it was interesting to work with teachers from other districts.*
- *The real strength is that TLC are classroom teachers and can share actual things that work.*
- *Serve food.*
- *Serve food 4:00-4:30; it's a tough time of day for most of us and the refreshments help so much.*

- *I think that times where we had discussion of problems and circle talk in small groups was the best.*
- *The concept of the Teacher Leader Cadre.*
- *Serve snacks--everyone is hungry after teaching all day.*
- *Teamwork at local levels to plan inservice opportunities was valuable for me.*
- *Keep groups to be trained small.*
- *Plan according to grade level needs.*
- *Carolyn Evertson Workshop and the special sessions held at each school system.*
- *Small group meetings with TLC people, the presenters.*

8. ***Name the benefits that you have received from this program?***

- *Renewed enthusiasm, curiosity, and latest research on effective schools and effective teachers. Ambition to do something more. The Carolyn Evertson training was the best. Thanks.*
- *Sharing with the other teachers in our system was very valuable. It was nice to find out what works well for other teachers.*
- *Had been able to see fellow teachers in action.*
- *Broaden knowledge and vocabulary (I can now articulate what I do and why I do it as a teacher.) Basis in instructional techniques; provide new challanges; renewed interest and professional growth; opened channels for different and excitin professional work and activities.*
- *Ability to work with peers.*
- *Comradery with other teachers in the district and county; a wider perspective of the educational field regarding where we're going and where I might want to go, etc.*
- *I got to know many of my colleagues much better; I learned, by speaking with others what works and what doesn't work.*
- *Thinking about mentoring and helping beginning teachers.*
- *It has been good for me to be forced to speak to adults in a leadership role.*
- *Opportunity to help others; grad credit.*
- *Nine grad credit hours; ideas of activities to do in class; I enjoyed helping someone. Many times we are afraid we are being pushy if we try to help them when not asked.*
- *I found the sharing sessions to be very beneficial for my classroom as well.*
- *I benefited from meeting with different teachers in a leadership capacity. The TLC made me feel more professional and boosted my self-esteem by making me feel important.*

If you received no benefits from this program and felt the expenditure of time involved was not worth the return, please state and tell why.

(Eleven out of thirteen left this blank. There were two people that gave us the following comments:)

- *Thanks for the opportunities this year for expansion and ideas, meeting people and growing professionally.*
- *The Madelyn Hunter model does not excite me even though I am in agreement that some of what is deliniated certainly clicks in the classroom. Somehow we need to capture the richness of experiences that individuals in the classroom can share.*

* 15 out of 25 surveys returned. AUG 17 1988

TEACHER LEADER SURVEY
MAY 1988

1. **How would you describe the success of the Franklin County/OSU's approach to the Teacher Leader Cadre concept? (Rate on a scale of 1 to 5, 5 being the highest)**

   - #5 - (3)
   - #4.5 - (1)
   - #4 - (5)
   - #3 - (6)
   - #2 - (0)
   - #1 - (0)

2. **Did the course let you take possession of the knowledge presented/learned and let you interpret it, apply, and extend it to your particular situation? (Rate on a scale of 1 to 5, 5 being the highest)**

   - #5 - (3)
   - #4 - (9)
   - #3 - (2)
   - #2 - (1)
   - #1 - (0)

3. **If this program were to be repeated in the coming year, what component(s) would you like to see retained?**

   - Same people in TLC — no new members, same meeting place - Eastland, and Nancy and Ken as teachers — great team!
   - Nancy -- food — "how to information"
   - The elements of the summer course (1987) were most helpful.
   - Learning teaching models, leadership and supervisory techniques, action research techniques and the opportunities to employ same. Providing course offerings off-campus.
   - Time for teachers to come together
   - Cadre
   - I think we spent too much time planning for each meeting (when to meet, etc.) and not enough time on the "meat" of the program.
   - I would like to see the meetings of the Cadre repeated. The support and idea sharing is invaluable.
   - Stronger ban on informational issues regarding education — give us content; means for using knowledge and skills.
   - Role-playing reflective strategies for teachers' teaching teachers and course offering for mentors.
   - I felt that the week-long course last summer ('87) was the best part. I learned a great deal from lecture sessions and the intense time to work on assignments was great.
   - More training in such topics as adult development and reflectivity.
   - Classroom management workshop, time with dyads.
   - I liked the mini-lessons of the summer the best.
   - Content and sharing; more adult development.

4. **What did you anticipate you would learn/experience this year which never came to fruition?**

   - I was really disappointed that we didn't receive more teaching/factual information. A few interesting concepts were briefly outlined last summer with the promise that we would learn more in the upcoming year. We never did.

- I wanted to compile a "training notebook" for mentors to use — a curriculum guide complete with lesson plans. This is what the mentor needs.
- I anticipated an increased leadership roll in the district. This may still come about.
- Adult development courses — there are others I am unable to recall.
- Because of district's financial troubles, the program had few inductees, but I did gain much personally from the Cadre. There was time for reflection.
- I needed review time on being a teacher's teacher and the various activities one could employ to enhance the relationship between the teacher-mentor that I would supervise.
- I would like to have had more step-by-step instructions for meeting with mentors. The mentor handbook would have been very helpful, but I never received a copy.
- I had anticipated the completion of a handbook for use with mentors and inductees — we spent many hours working on it in class, but I never saw the results — that was quite disappointing.
- I would have liked some more current education theory. I believe knowing a little more about what new teachers are learning in colleges and universities would help me work with them more effectively.
- More use and recognition by the local school district.
- Unclear of where the district is going with this program.
- I guess I hoped for some leadership role in my own school district, but I don't know when, or if, this will ever happen. Part of it is my own fault — I'm not assertive enough.
- Adult development.
- (2 did not respond to this question)

How can the Franklin County Staff Development Program assist you to obtain this information/experience in the coming school year?

- Provide us with the opportunity to meet as a class again? If not, perhaps be available for staff inservice throughout the year.
- Continued guidance as the district sets its' staff development agenda.
- Ask OSU to offer the course in adult development in a one-two day and weekend workshop: Two workdays and one day on our time should provide adequate time to equal a 10-week course requirement plus incentive for us and local boards to give release time.
- Keep the Cadre active, even if there are few inductees.
- Supply reading lists and/or other data to keep us abreast of the latest developments and new and/or innovative procedures for TLC interaction.
- I would like to create a "hands-on" booklet to use with mentors and inductees. The handbook, I believe, is not a very usable component.
- If the county is, in fact, interested in continuing the Teacher Leader Cadre concept, some provision must be made for using these "leaders" in leadership positions. Our local district does not, therefore, much of the strength of the program was lost.
- You can't.
- Our third meeting discussed.
- Exist as a support system.
- (5 did not respond to this question)

5. **Name the benefits that you have received from this program?**

- A better understanding of the future of teaching (i.e. career ladders), an awareness of what a teacher leader should be; an increase in self-esteem as a result of seeing myself as a teacher leader, and comradry among fellow teachers (great benefit!)
- Increased self-esteem; professional growth, personal evaluation, and practical techniques for staff leadership.

- Renewal and improvement of professional perception for myself and others, opportunities to work with and learn from other teachers and top qualified professional educators, increased capability and empowerment to share my expertise, and unexpected and unsolicited recognition of contribution.
- A chance to share wtih fellow professionals.
- New ideas were presented.
- I have learned so much about working with peers in a leadership way. I have become aware of the needs of the beginning teacher and the mentor teacher as a result!
- Information regarding trends/issues in education, experience with reflectivity activities, and collegiability -- time with other teachers.
- Opportunities to speak in front of people and be challenged to take on more leadership roles — the challenge and the push.
- Self-esteem and confidence and opportunity to be involved in staff development in own district.
- Food, Ha! Ha! The coming together from different districts to hear what's going on outside ours.
- Learned something I can use on a day-to-day basis while earning credit from OSU. What more could I want.
- Becoming more familiar with current trends, studies etc. in the field of education, meeting many wonderful new people, and a renewed awareness of my peers and their strengths, weaknesses and needs.
- Added to knowledge base, new perspective on career directions, confidence in leadership role, and much information on leadership styles.
- Recognition of my own experience and skill.
- Professional growth and university credit.

If you received no benefits from this program and felt the expenditure of time involved was not worth the return, please state and tell why.

- (There were no responses to this question.)

6. **As teachers teaching teachers, what were your most rewarding experiences this year as you worked with your peers?**

- As a result of sharing reflectivity exercises, I became a better teacher by being more reflective myself. Also becoming more aware of the needs of new teachers.
- Not really applicable. Our district did not use us in that capacity.
- Observing growth in new teachers; sharing their joy in success experienced partially resulting from my input. Freedom to develop a local program.
- Listening and reflecting to others.
- Due to the fact that we had no new staff members, I was unable to do this.
- My experiences with other teachers have been somewhat limited, but the meetings I have had have been enlightening. Beginning teachers have been very cooperative!
- Working with other teachers is very rewarding because there is generally a great respect for each other and things seem to get done "better" than when trying to work through administrators.
- I loved Briggs-Myers - gave great perspective!
- Collegiability and experience working with adults.
- We were not involved this year.
- I've learned to speak out and offer advice (sometimes without being asked) when there's a problem and I feel I can help.
- I did not have this opportunity.
- Working on a one-to-one with other teachers who sought out the support.
- Satisfaction in assisting them.
- (One did not respond to this question)

What was your least rewarding experience?

- Working with a teacher who was having serious problems but who ignored subtle suggestions because she was not aware of or didn't care about the chaos in her classroom.
- Frustration with lack of direction.
- Shortage of high quality mentors and minimal principal support.
- In initiating a meeting with a mentor, I was told she would not fill out any forms and had not said she would do anything beyond being available for questions!
- Not having enough opportunity to have the experiences.
- Jim's handbook.
- Running workshops for mentors/inductees where the participants were not particularly happy to be there!
- Lack of time to do this.
- (Seven did not respond to this question)

7. **How can your building administrator and local district administrators better support the Teacher Leader Cadre efforts?**

- Use the Cadre in staff development.
- Our administration and school board have been very supportive. Hopefully, they will continue to be supportive in providing release time and funding.
- USE THEM!!
- Communicate with use, use us!
- Recognition of us as professionals with things to offer.
- Inquire about progress.
- They have already indicated a willingness to implement the program in 88-89. The members will set a summer meeting.
- Maintain communication and serious interest, keep current in regional and national thinking and trends in teacher education and leadership.
- I think the local district should offer some sort of supplemental financial remuneration because people will not put forth the time and energy required to do a competent job for altruistic satisfaction only.
- By continuing our function as teacher development persons.
- Not aware of any efforts shown by administration.
- I think we are well supported, however, the most important aspect for the principal is the careful matching of the mentor/inductee.
- (Three did not respond to this question)

How can Franklin County support these efforts?

- Help to provide funds (grants, etc.) to support the Cadre's efforts and keep Cadre together.
- Funding and fee waivers.
- Provide "update" -- times to get together; provide ways to use leadership and leader.
- Don't know that you can!
- Stress the importance to administrators, continue fee waivers.
- Stay in touch. We'll let you know!
- Encourage and monitor principal communication and interest, communicate and negotiate local needs and concerns and successes to State Department of Education and OSU, and encourage local administrators to work with established leadership in LEA's.
- Be available for support and answering questions.
- The County Office can keep the idea of mentor/inductees alive and ready to be used when times are better in local school districts and more first year teachers are in classrooms. I hope this doesn't go by the wayside as so many other good ideas have in the past.
- As mentioned earlier, provide class opportunity or inservice.
- (Five did not respond to this question)

How can your local association support these efforts?

- Continue to negotiate (informally as well as formally) for places to use leaders.
- Secure release time, support the program through committees, etc.
- They do support us.
- Funding, fee waivers.
- Communicate progress in local newsletters.
- Publicize the goals and keep members posted as the team implements the program.
- Maintain grassroots leadership in program; address and problem solve unique local needs and concerns with local boards and administrators.
- Be available for support and answering of questions.
- Keep the idea of mentor/inductees alive and ready to be used when times are better in local school districts.
- Right now gives Zero support.
- The local association could bargain to have the TLC person included in the scale for supplemental pay.
- They are trying!
- (Three did not respond to this question)

How can O.S.U. better support these efforts?

- Information regarding educational research.
- Provide speakers and keep us "up-to-date" on research.
- Continue to offer courses for professional development and provide the opportunity for fee waivers.
- Continue amiable cooperation.
- District workshops, inservice speaker.
- Continue our education in exchange for a variety of exchange services with groups listed above including TLC.
- O.S.U. periodically should offer a new class for teacher leaders and mentors.
- Very helpful.
- Use their leverage to help mandate the use of a TLC position in each district.
- Ken, Nancy, and credit.
- (Five did not respond to this question)

8. **Did you take advantage of the opportunities for remuneration?**

Yes - 3 **No** - 12

If you did, did you find this professionally rewarding?

- Yes! (3)

If not, why were you dissatisfied with the arrangement?

- O.S.U. seemed somewhat disorganized, thus making our tasks harder, more expedient and less rewarding than could have been.
- I would liked to have had the materials necessary for completing the assignments before May-June. Some materials were needed and promised in the winter meetings.
- The arrangement was fine — I knew there were many who wanted to take advantage of these while I had many family obligations that made me stand back and let others do it this spring.
- Not really dissatisfied, just a lack of time.
- I was not dissatisfied with the arrangement per se, I just did not have the time.
- I had the opportunity, so no complaints. I just had no time.
- I was excited about those opportunities and would very much have liked to be involved in teaching a class, but my family responsibilities did not allow me the time to become involved. I did not have the time to devote to preparing.

- Joy of learning and applying knowledge learned is sufficient for me, but I suppose at some point in time substantial remuneration will be prerequisite to 1) attract the best qualified and 2) to gain status, credibility, and validation of one's services.
- I had no dissatisfaction, just chose not to.
- Chose not to do it, not dissatisfied.
- (Five did not respond to this question)

9. **Did the content of the graduate course(s) meet your needs?**

- No, again I felt we could have learned more. Teachers (real teachers) love to learn!
- I enjoyed the summer week but throughout the year it seemed lacking purpose/direction.
- I would have liked more lecture and more information rather than so much planning time.
- Yes, as an appetizer. There is certainly a need to learn more.
- Yes.
- Summer course had the best content. Some summer content might have been presented and followed up during school year as the material was used in the districts.
- Yes.
- Yes.
- I found the two summer courses much more directive and interesting — growth filled. The course offered through the year seemed to lack planning and direction. Realizing working out the logistics of dealing with local school districts — would like to have seen more emphasis on information in realms of leadership styles, adult development reflectivity, etc. (i.e. you can't force the local districts to use us!)
- More content on "meat" would have been nice.
- Yes!
- Yes, I would have liked more content, less talk about assignments, etc.
- Yes, expecially the next course I took at OSU.
- (Two did not respond to this question)

ADDITIONAL COMMENTS:

- Thanks for sending this survey to my home. The end of the year was just too hectic and I apologize for not returning the survey earlier.
- I came into the program just this last year and feel that to have benefited fully from the program, one needed to be involved from the beginning.
- I'm very goal oriented and often didn't see the immediate goal/purpose of our group. Too Groveport heavy!
- I'm sorry to see this opportunity for professional growth come to an end.
- Never has any program been more satisfying professionally than this one. New doors have been opened at a very crucial time in my career. I needed a new challenge. Thankfully, the challenge was placed before me; I am grateful to the many responsible for a most rewarding experience.
- I hope the Cadre can continue to grow and be able to serve the districts.
- The OSU/Franklin County program was excellent in its inception, however, lack of local district involvement and commitment really destroyed much of the value. In Groveport, so little recognition of the program was provided by the administration that we were little more than names on a list!

APPENDIX B-15

Descriptors for Critical Event and Conference Report Forms

Descriptors for Critical Event Forms and Conference Report Forms--Mentors and Inductees

Administrative Relations--dealing with principal and other administrators on individual basis and total staff basis.

Building/Community Activities--teachers involvement in activities both within the school building (plays) and community events (special programs), Christmas gifts.

Building/District Procedures--policy criteria of district or building, how individual schools and districts discern specific responsibilities and procedures.

Child Welfare--focuses on child abuse, suicide issues, and custody cases.

Classroom Management--comments related to Evertson model including classroom arrangement, establishing rules and procedures, rewards, and consequences.

Curriculum Concerns--concerns with graded courses of study, competency based education, basal readers, new courses.

Discipline--usually centers on one student, disruption, controlling student's inappropriate behavior, stealing, cheating, developing discipline plan.

Individual Student Concerns--specific, single student concerns related to absence, tardiness, lying, cutting classes and dropping out of school, personal hygiene, death of parent, student handicap, drugs, seizure, and student failing.

Instruction--teacher outlined her lesson plan

Instructional concerns--deals with students having particular difficulty with instruction, supplementing texts, providing successful learning experiences when teacher is absent, and using intervention strategies.

Instructional management--pertains to lesson plan formats, putting classes together for instruction, handling specific activities of instruction, scheduling, and class size.

Materials--ordering and obtaining supplies and materials for classroom or project, dealing with lack of necessary supplies for teaching.

Mainstreaming--placing handicapped students in regular classroom for part or all of the day.

Parent/Teacher/School Relationships--concerns about parent conferences, handling supportive and unsupportive parents, and informing parent of such concerns as retention.

Personal needs of teacher--relates to leaves of absence, maintaining personal health and attitude, staying or accepting other positions, family concerns, and paperwork.

Professional Development--focuses on teacher's interest in university or special classes, attending conferences and workshops, or preparing themselves in some way to be a better teacher.

School Recognition--school teacher is in, receiving a national award.

Staff Communication--devising way to communicate with staff about students.

Staff relations--working with other staff members, lounge talk, difficulties of LD teachers working with regular teachers, dealing with special area teachers, mutual teacher respect, and inductee's concern with mentor.

Student Attitudes--surveys given to focus on attitudes, concerns that students "don't care."

Student evaluation/grading--issues related to grading and grading procedures.

Student motivation--lack of student willingness to complete assignments, encouraging students in group participation, completion of homework, and putting forth necessary effort.

Student placement--placing student in particular content area such as algebra as opposed to general math.

Student relationships--how the teacher and students relate to each other, and the empathy/sympathy expressed by each party.

Subject matter concerns--comments regarding specific subject areas, such as manipulatives in math, LD overcrowding, problem solving.

Teacher/district relations--union activities.

Teacher evaluation--anxiety over observations and evaluation processes.

Testing--giving certain types of tests, especially in the LD/Special Education assessment area.

Time management--managing time to enable school needs to be met.

University student observer/student teacher--student from university observing in mentor's class; student teacher left alone in classrooms.